

Wellesley College Bulletin

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Wellesley



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Academic Calendar 1996–97

Fall Semester

AUGUST–SEPTEMBER

New students arrive	28, Wed.
Orientation	28, Wed. through 3, Tues. 31, Sat.
Dorms open for returning students	31, Sat.
Central Check-In	3, Tues.
Convocation	3, Tues.
First day of classes	4, Wed.

OCTOBER

Columbus Day (no classes)	14, Mon.
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NOVEMBER

Parent and Family Weekend	1, Fri. through 3, Sun.
Thanksgiving recess begins (after classes)	27, Wed.

DECEMBER

Classes resume	2, Mon.
Last day of classes	6, Fri.
Reading period begins	7, Sat.
Examinations begin	11, Wed.
Examinations end	17, Tues.
Holiday vacation begins (after examinations)	17, Tues.

JANUARY

Wintersession begins	2, Thurs.
Wintersession ends	28, Tues.

Spring Semester

JANUARY

First day of classes	29, Wed.
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FEBRUARY

Presidents' Day (no classes)	17, Mon.
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MARCH

Spring vacation begins (after classes)	21, Fri.
Classes resume	31, Mon.

APRIL

Patriots' Day (no classes)	21, Mon.
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MAY

Classes end	8, Thurs.
Reading period begins	9, Fri.
Examinations begin	14, Wed.
Examinations end	20, Tues.

JUNE

Commencement	1, Sun.
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Inquiries, Visits & Correspondence

Wellesley welcomes inquiries and visits to the College from prospective students, their parents, and other interested individuals. For those who would like more detailed information on many of the programs and opportunities described in this catalog, the College publishes a number of brochures and booklets. These publications, as well as answers to any specific questions, may be obtained by writing to the appropriate office as listed.

For those who would like to visit the College, the administrative offices in Green Hall are open Monday through Friday, 8:30 a.m. to 4:30 p.m. The Board of Admission is open by appointment on most Saturday mornings during the academic term. With the exception of a few holidays, arrangements can usually be made to greet prospective students during Wellesley's vacation periods. Accommodations for alumnae and for parents of students or prospective students are available on the campus in the Wellesley College Club and may be reserved by writing to the club manager.

A prospective student who wishes to arrange an interview with a member of the Board of Admission should make an appointment well in advance. Student guides are available to provide tours for visitors without appointments. Visitors, however, may wish to call the Board of Admission prior to coming to Wellesley to obtain information regarding scheduled tours.

To learn more about Wellesley before you arrive on campus, please visit our web site at <http://www.wellesley.edu/>

President

General interests of the College

Dean of the College

Academic policies and programs

Dean of Students

Student life advising, counseling, residence, MIT cross-registration, exchange programs, international students, study abroad

Class Deans

Individual students

Dean of Continuing Education

Davis Scholars, postbaccalaureate students

Dean of Admission

Admission of students and Davis Scholars

Director of Financial Aid

Financial aid, student loans

Bursar

College fees

Registrar

Transcripts of records

Director, Center for Work and Service

Graduate school, employment, undergraduate and alumnae career counseling, community service

Vice President for Finance and Administration

Business matters

Vice President for Resources & Public Affairs

Gifts and bequests, external relations

Executive Director, Alumnae Association

Alumnae interests

Address

Wellesley College

106 Central Street

Wellesley, Massachusetts 02181

(617) 283-1000

The College

The College

A student's years at Wellesley are the beginning—not the end—of an education. A Wellesley College degree signifies not that the graduate has memorized certain blocks of material, but that she has acquired the curiosity, the desire, and the ability to seek and assimilate new information. Four years at Wellesley can provide the foundation for the widest possible range of ambitions, and the necessary self-confidence to fulfill them. Above all, it is Wellesley's purpose to teach students to apply knowledge wisely, and to use the advantages of talent and education to seek new ways to serve the wider community. These are the elements of an education that can never grow old or become obsolete.

Wellesley is a college for the student who has high personal, intellectual, and career expectations. Beyond this common ground, there is no Wellesley stereotype. Since the College is a multicultural community, students come from all over the world, from different cultures and backgrounds, and they have prepared for Wellesley at hundreds of different secondary schools. Through the Davis Degree Program, women beyond the traditional college age, many married and with children, are part of the student body working toward a Wellesley degree. Men and women from other colleges and universities study at Wellesley through various exchange programs.

This diversity of people is made possible, in large part, by the College's aid-blind admission policy. Students are accepted without reference to their ability to pay. Once admitted, those with demonstrated need receive financial aid through a variety of services.

Henry Fowle Durant, Wellesley's founder, was an impassioned believer in educational opportunity for women. His strong philosophy carries over to the present day. Throughout its 121-year history Wellesley has been one of a handful of preeminent liberal arts colleges in the country, and, at the same time, a distinguished leader in the education of women. The Wellesley Centers for Women are composed of the Center for Research on Women and the Stone Center for Developmental Services and Studies. Both have produced much work of national importance about the issues facing women in contemporary society.

In some respects, the liberal arts curriculum at Wellesley has changed little since the College was founded. The constant features are the grouping of disciplines into the humanities, the social sciences, and the natural sciences, and the requirement that each student sample widely from courses in each group. Consistent also is the concept of the major—the opportunity for each student, through concentrated study during her junior and senior years, to establish mastery in a single area. The College has adhered to this

framework because it emphasizes the building blocks of a continuing education: the ability to speak and write clearly, the knowledge to manage quantitative data with ease, the confidence to approach new material, the capacity to make critical judgments. Whatever the student chooses to do with her life, these skills will be essential.

Within this traditional liberal arts framework, the Wellesley curriculum is dynamic, responsive to social change, and quick to incorporate new fields of study. The dramatic expansion of information of the last decades has led to an increasingly interdisciplinary course of study. Single majors in traditional disciplines have been joined by double majors, and especially designed interdisciplinary and interdepartmental majors. Some departments also offer minors.

Wellesley students and faculty in all disciplines use the College's academic computing facilities in their courses and research. Faculty members are pioneering applications of artificial intelligence and teaching technology in such fields as philosophy, music, history, and languages. Wellesley was one of the first liberal arts colleges to establish a separate Computer Science Department and Computer Science major.

The Wellesley-MIT Cross-Registration allows students to combine the strengths of these two outstanding institutions while remaining in residence on their own campuses. Wellesley students enroll in a variety of MIT subjects, largely in the social sciences and planning and management, as well as in computer science, engineering, mathematics, and the sciences. Wellesley students construct individual majors in such subjects as Urban Planning, Engineering, and Linguistics, which draw on the resources of departments at both MIT and Wellesley. A bus runs hourly between the two campuses.

The Twelve College Exchange Program brings men and women from other member New England colleges to Wellesley for a semester or a year, and enables Wellesley students to live and study on another campus. The College also offers exchanges with nearby Brandeis University; Spelman College, a distinguished Black liberal arts college in Atlanta, Georgia; and Mills College in Oakland, California. In addition, Wellesley students are encouraged to spend a semester or a year abroad in programs at many institutions throughout the world. Financial aid for study abroad, although limited, is available through Wellesley.

The Wellesley faculty is a community of recognized scholars. They include scientists, artists, and political and economic analysts. Dedicated to teaching, they bring to the College a vast range of academic and professional interests. A number of faculty live on

or near the campus. They are committed to all aspects of life in the Wellesley community and are available to students long after the end of class.

There is one faculty member for every ten students. The average class size ranges from 18 to 21 students. A few popular introductory courses enroll more than 100, but these classes routinely break into small discussion groups under the direction of a faculty member. Seminars typically bring together 15 to 18 students and a professor to investigate clearly defined areas of interest. The low student-faculty ratio offers an excellent opportunity for students to undertake individual work with faculty or honors projects and research.

Excellent academic facilities support learning at Wellesley. Students have access to virtually all the collections on campus through a computerized library system totaling over one million items. Among the special holdings are a world-renowned Browning Collection, a Book Arts Collection, and a Rare Book Collection. Inter-library loans through the Boston Library Consortium augment the College's own holdings.

Wellesley's strength in the sciences dates to the nineteenth century, when the College's physics laboratory was the second such laboratory in the country (the first was at the Massachusetts Institute of Technology). The Science Center brings together all the science departments, including mathematics and computer science, in a contemporary setting that fosters interdisciplinary discussion and study. Laboratories are completely equipped for a wide variety of fields. The Center also includes an extensive complex of greenhouses and an observatory.

Students in the arts find excellent facilities in the Jewett Arts Center and the Davis Museum and Cultural Center.

Wellesley recognizes that classroom activities and studying are only part of a college education. The residence hall system not only provides a pleasant and comfortable place to live, but seeks to integrate academic and extracurricular life through educational programs. Residence life is administered in several different ways, ranging from dormitories staffed by professional Heads of House to student-run cooperatives.

For many students, the lessons learned competing on the athletic field, publishing the *Wellesley News*, or participating in a Wellesley-sponsored summer internship in Washington are of life-long importance. The College encourages self-expression through more than 160 established student organizations, as well as any interest that a student may choose to pursue alone or with a group of friends. Wellesley also supports those students who investigate religious issues and thought. The Office of Religious Life offers a religious program in many faiths, including denominational services for those who wish to participate.

Wellesley is a small community, and the quality of life depends upon the involvement and commitment of each of its constituents. For this reason, students at the College participate in decision making in nearly every area of College life. They serve, frequently as voting members, on every major committee of the Board of Trustees, including the Investment Committee, and on Academic Council, the Board of Admission, and the Committee on Curriculum and Instruction. In academic departments, they are voting members of the curriculum and faculty search committees. In addition, they serve on committees that set policy for residential life and govern Schneider Center, the focus for much student activity on campus.

The Wellesley College Government Association was established in 1901 by student and faculty agreement. Through Senate, its elected representative body, it is the official organization of all Wellesley students. College Government officers are elected each spring on a campus-wide basis; Senate representatives are elected from each residence hall and from the Davis Scholars and Wellesley off-campus students.

Each student who comes to Wellesley College joins an extended community of alumnae who have preceded her. Some of them have been outstanding scholars and researchers; others have been leaders in politics and social issues; still others have made important contributions to their communities through volunteer work. No matter how they have chosen to make their mark in the world, these women have proven that four years at Wellesley College *is* just a beginning.

The Campus

Wellesley College offers physical surroundings that are conducive to the highest degree of academic excellence. To begin, its campus of more than 500 acres borders Lake Waban. There are woodlands, hills and meadows, an arboretum, ponds, and miles of footpaths and fitness trails. In this setting are 65 buildings, with architectural styles ranging from Gothic to contemporary. The focal point of the campus is the Galen Stone Tower, which rises 182 feet.

Facilities & Resources

Wellesley's curriculum is supported by excellent academic facilities, ranging from large lecture halls to study carrels, from creative arts media to state-of-the-art equipment for advanced scientific research. Of equal importance to the quality of its academic facilities is the College's policy of making them available to all students.

Classrooms

The two primary classroom buildings, Founders Hall and Pendleton Hall, are located in the academic quadrangle. The humanities are taught in Founders and the social sciences in Pendleton East.

Science Center

The Science Center houses the Departments of Astronomy, Biological Sciences, Chemistry, Computer Science, Geology, Mathematics, Physics, and Psychology. The Center includes up-to-date and well-equipped teaching and research laboratories, extensive computer facilities, as well as modern classrooms and office space. The Science Library contains more than 101,000 volumes, including collections from all of the above departments. Also available are group study rooms, carrels, audiovisual and tutorial rooms, copying equipment, on-line science databases, and microfilm facilities.

Greenhouses

The Margaret C. Ferguson Greenhouses, combined with the 22 acres of the Hunnewell Arboretum and the Alexandra Botanic Gardens, are an outstanding teaching facility and a horticultural resource visited by thousands each year.

The 15 greenhouses contain more than 1,000 different plants. Temperature and humidity in each of the houses are controlled independently, providing a wide range of climates for growing plants from all geographic regions. The permanent collection emphasizes the diversity and adaptation of desert plants, tropical plants, orchids, and ferns and includes large numbers of subtropical, temperate, and aquatic plants. Two of the greenhouses are reserved for propagation and plant growth by classes in horticulture, while two others provide modern botanical research facilities for faculty and students. The original greenhouses, built in 1922, were renovated in the 1980s to conform to modern and energy-efficient greenhouse construction.

Observatory	The Whitin Observatory contains laboratories, classrooms, dark-room, and the Astronomy Library. Its research equipment includes 6-, 12-, and 24-inch telescopes, as well as state-of-the-art electronics and computers. The observatory was a gift of Mrs. John C. Whitin, a former trustee of the College. It was built in 1900, was enlarged in 1962 and 1966, and is considered to be an unusually fine facility for undergraduate training in astronomy.
Computer Facilities	The academic computing facilities consist of a VAX cluster, DEC station 5000 workstations, IBM RS6000 workstations (dedicated to computer science instruction and research), Sun workstations (in the Computer Science Graphics Laboratory), and clusters of Apple Macintosh computers (in the Mathematics Graphics Classroom, the Writing Lab, and the Computer Science Classroom), and IBM PS/2 microcomputers. These computers are connected to a campus-wide network that provides access from labs, offices, classrooms, and terminal rooms to timesharing computers, laser printers, library catalog, and the Internet. Macintosh computers are available in common rooms in all of the dormitories. All dormitory rooms provide telephone and computer access.
Jewett Arts Center and Pendleton West	The Jewett Arts Center consists of the Mary Cooper Jewett Art wing and the Margaret Weyerhaeuser Jewett Music wing. Jewett is linked by bridges to the Davis Museum and Cultural Center, and to Pendleton West. The art wing consists of the Art Department offices, classrooms, studios, photography darkrooms, video and computer facilities, the Art Library, and a Student Gallery for exhibiting student work. The music wing contains the Music Library, listening rooms, practice studios, classrooms, and Music Department offices. A collection of musical instruments of various periods is available to students. The Jewett Auditorium, a 320-seat theatre, is used for music performances, theatre events, lectures, and symposia. The arts facilities of Pendleton West include studios, a sculpture foundry, a printmaking facility, the choir rehearsal room, and a concert salon.
The Davis Museum and Cultural Center	The museum and cultural center opened in 1993. The four-floor museum facility offers expanded galleries for temporary exhibitions and for paintings, sculpture, and works on paper from the museum's encyclopedic collection. It also houses a print room and study gallery/seminar room. Special exhibitions and programs are presented throughout the year. The museum was founded in 1889 to provide high-quality objects for the study of art. Since that time, the museum's holdings have grown to include almost 5,000 objects that span the 3,000 years of the history of art.

To maintain the interrelationships among the arts at Wellesley, the Davis Museum and Cultural Center is adjacent to the Jewett Arts Center and Pendleton West. The facilities are linked by bridges, allowing students to move easily from classrooms and studios into libraries and museum galleries. The complex also includes a courtyard, a 170-seat cinema, and a small café.

Margaret Clapp Library

The College Library's holdings (including Art, Astronomy, Music, and Science collections) number more than 1.3 million items. Among them are 734,000 bound volumes, 4,000 periodical and serial titles, 400,000 microforms, 17,000 sound recordings, videos, and an important collection of federal and international documents. Interlibrary loans and other resource sharing projects through membership in the Boston Library Consortium augment the College's own collections.

In addition, the Library encompasses other areas of particular interest. The Special Collections include letters, manuscripts, and rare books; the Archives contain materials documenting the history of the College. Media services, the Language Laboratory, and the Learning and Teaching Center are in Clapp Library.

Access to a wide range of electronic services is provided through the Online Catalog and Gateway to Other Resources, through remote login to computers off-campus, and through a number of CD-ROM workstations. Library staff, as part of Information Services, participate in providing Wellesley's Campus-Wide Information System, which is a World Wide Web site on the Internet at <http://www.wellesley.edu/>

Continuing Education House

The Continuing Education House is the community center for Elisabeth Kaiser Davis Scholars and Postbaccalaureate students. The offices of the Dean of Continuing Education and her staff, who coordinate the academic and support systems for these students, are located here. The CE House serves as the center for CE activities and programs. The Davis Scholar Leadership Training Program and the "Lunch and Learn" seminars are offered here. Students also gather for meetings, for group study, or simply to share conversation over a cup of coffee. This "home on campus" helps create a vibrant community and strong friendships.

Child Study Center

The Child Study Center, a preschool and laboratory, serves the College and the neighboring community. It was specifically designed in 1913 as a school for young children. Under the direction of the Psychology Department, students and faculty from any discipline can study, observe, conduct approved research, volunteer, or assistant teach in classes with children ages two to five. In

addition to the observation and testing booths at the Center, there is a Developmental Laboratory at the Science Center. Research equipment is available at both locations.

**Nannerl
Overholser
Keohane
Sports Center**

Classes for all indoor sports and dance are conducted in the Nannerl Overholser Keohane Sports Center. This Center includes an eight-lane competition swimming pool; badminton, squash, and racquetball courts; two free-weight rooms; two cardiovascular machine rooms; exercise/dance studios; volleyball courts; and an athletic training area. The Field House has a basketball arena, indoor tennis courts, and a 200-meter track. Outdoor water sports center around the boathouse where the canoes, sailboats, and crew shells are kept. Wellesley maintains a nine-hole golf course; 24 tennis courts; hockey, lacrosse, and soccer fields; and a swimming beach.

Alumnae Hall

The largest auditorium on the campus, seating more than 1,300 people, is in Alumnae Hall. The Hall also has a large ballroom and houses the Wellesley College Theatre. Wellesley alumnae gave this building to the College in 1923.

Chapel

The Houghton Memorial Chapel was presented to Wellesley in 1897 by the son and daughter of William S. Houghton, a former trustee of the College. The chapel's stained glass windows commemorate the founders and others, while a tablet by Daniel Chester French honors Alice Freeman Palmer, Wellesley's second president. The chapel is a setting for lectures and community meetings as well as religious services and concerts.

**Schneider
College Center**

The focal point for extracurricular life at the College is Schneider College Center. It provides lounge areas; a cafeteria; an entertainment stage; meeting rooms; offices for Schneider Board and College Government; facilities for off-campus students (lounge, mailboxes, kitchen, computer); a lounge and kosher kitchen for Hillel; a student-staffed Info Box; the student-managed Café Hoop and pub, "Molly's"; *Wellesley News*; *Legenda*; and the Wellesley College radio station, WZLY. It also contains the Office of Religious Life, the Residence Office, the Schneider Center staff, and Schneider Food Service.

Harambee House

Harambee House, the cultural and social center for the African-American community at Wellesley, offers diverse programs that are open to the entire College. Programs highlighting the various aspects of African, African-American, and African-Caribbean culture are presented throughout the academic year. Harambee has a growing library of the history and culture of African and African-American peoples and boasts a record library (classical jazz by Black artists), which is housed in the Jewett Music Library. The

House also contains offices for the staff, *Ethos* (the Black student organization), and *Ethos Woman* (a literary magazine), as well as rooms for seminars, meetings, and social gatherings.

**Slater
International/
Multicultural
Center**

Slater Center is headquarters for international and multicultural activities. The Center serves campus organizations that have an interest in international and multicultural issues and helps sponsor seminars and speakers on those topics. The International Student Advisor, whose office is located in the Center, counsels international students and serves as the advisor to Multicultural Council. She also handles immigration matters for students and faculty. In addition, the Center coordinates a peer counseling group of international students to help newcomers make a smooth adjustment to the United States. Students can also use the center to study, cook, and meet together informally.

Society Houses

There are three society houses. Each house has kitchen and dining facilities, a living room, and other gathering areas. Shakespeare House is a center for students interested in Shakespearean drama, Tau Zeta Epsilon House is oriented around art and music, and Zeta Alpha House is for students with an interest in literature. Phi Sigma is a society that promotes intelligent interest in cultural and public affairs.

Green Hall

The offices of the president, the board of admission, the deans, and all administrative offices directly affecting the academic and business management of the College are located in Green Hall. Named for Hetty H. R. Green, the building was erected in 1931.

Infirmary

Simpson Infirmary consists of an outpatient clinic and hospital that is licensed by the state. It is an institutional member of the American College Health Association.

President's House

The President's House, formerly the country estate of Wellesley's founders, Mr. and Mrs. Henry Fowle Durant, is located on a hill just south of the main campus. The spacious lawns border Lake Waban. It is frequently the scene of alumnae and trustee gatherings, and events for graduating seniors and their parents.

**Wellesley College
Club**

The Wellesley College Club is a center for faculty, staff, and alumnae. Its reception and dining rooms are open for lunch and dinner to members, their guests, and parents of students. Overnight accommodations are available for alumnae and for parents of current and prospective students.

Wellesley Centers
for Women

Established in 1995 by a vote of the Wellesley College Board of Trustees, the Wellesley Centers for Women are composed of the Center for Research on Women and the Stone Center for Developmental Services and Studies. Research and programmatic work at the Centers reflect the varied experiences and perspectives of women from all backgrounds.

The Center for Research on Women was established in 1974 by a grant from the Carnegie Corporation. Since then it has received major support from a variety of private foundations, government agencies, corporations, and individuals. The Center's policy-oriented studies focus on women's education, employment, and family life. Extensive research is being conducted on gender equity, curriculum change, childcare, the effects of economic and social policies on women of all races and social classes, women in the sciences, and adolescent and child development. *The Women's Review of Books* is published at the Center.

The Stone Center for Developmental Services and Studies, founded in 1981 with a generous gift from Grace W. and Robert S. Stone, is dedicated to the prevention of psychological problems, the enhancement of psychological well-being, and the search for a more comprehensive understanding of human development. Stone Center staff develop innovative theoretical work on women's psychological development and model programs for the prevention of psychological problems. The mission of the Center is carried out through education, research, community outreach, and counseling. Particular attention is paid to the experiences of women, children, and families across culturally diverse populations.

Summary of Students, 1995-96

	Resident Students	Off- Campus Students	Class Totals	Totals
Candidates for the B.A. Degree				2,215
Seniors	553	22	575	
Juniors	378	11	389	
Sophomores	532	1	533	
First-Year Students	582	2	584	
Davis Scholars (CE students)	35	99	134	
High School	0	3		
International/Twelve College Exchange	18	1		
Postbaccalaureate, Special Students, and Cross-Registrants	3	58		
Total Registration March 1996				2,298
Students on Academic Leave of Absence (e.g., junior year abroad)	155			

Geographic Distribution, 1995–96 Students from the United States and Outlying Areas

Alabama	9	Louisiana	10	Oklahoma	9
Alaska	3	Maine	42	Oregon	16
Arizona	19	Maryland	39	Pennsylvania	64
Arkansas	13	Massachusetts	455	Puerto Rico	4
California	204	Michigan	28	Rhode Island	26
Colorado	20	Minnesota	39	South Carolina	8
Connecticut	78	Missouri	19	South Dakota	2
Delaware	6	Montana	2	Tennessee	15
District of Columbia	10	Nebraska	2	Texas	66
Florida	45	Nevada	4	U.S. Military	2
Georgia	34	New Hampshire	28	Utah	9
Hawaii	13	New Jersey	112	Vermont	15
Idaho	9	New Mexico	6	Virginia	63
Illinois	46	New York	299	Virgin Islands	3
Indiana	13	North Carolina	15	Washington	50
Iowa	11	North Dakota	3	West Virginia	6
Kansas	9	Northern Mariana		Wisconsin	16
Kentucky	5	Islands	1	Wyoming	4
		Ohio	32	Total	2,061

Students from Other Countries

	U.S. Citizens		U.S. Citizens		U.S. Citizens
International Students	Living Abroad	International Students	Living Abroad	International Students	Living Abroad
Argentina	3	Greece	2	Russia	3
Australia	1	Hong Kong	8	Saudi Arabia	2
Bahrain	1	India	7	Singapore	1
Bangladesh	2	Indonesia	1	South Africa	4
Belgium	1	Ireland	1	Spain	1
Brazil	2	Israel	1	Sri Lanka	3
Bulgaria	4	Jamaica	1	Switzerland	1
Canada	16	Japan	13	Taiwan, R.O.C.	8
China	14	Kenya	1	Thailand	3
Colombia	2	Korea	20	Trinidad	3
Czech Republic	1	Malaysia	2	Uganda	1
Dominican Republic	2	Mexico		Ukraine	1
Ecuador	1	Morocco		United Arab Emirates	1
Egypt	1	New Zealand	1	Venezuela	1
England	13	Norway		Yugoslavia	1
France	1	Oman	1	Total	167
Georgia	1	Pakistan	2		71
Germany	2	Philippines	7		
Ghana	2				

Student Life

Student Life

Intellectual growth is only part of the realization of one's talents and abilities. Wellesley offers many opportunities for a student to develop self-confidence, leadership skills, and a sense of social responsibility through participation in student organizations, volunteer programs, and college governance. Camaraderie built through these involvements creates solid friendships that support Wellesley students during their college years and for a lifetime.

On the Wellesley campus many student groups reflect ethnic, social, political, and religious interests. More than twenty multicultural organizations include the Slater International Association; Mezcla, an association of Chicana, Native American, and Latina students; Ethos, an organization of Black students; the Asian Student Union, composed of Asian and Asian American students; and the Korean American Student Association. Religious groups such as the Newman Club, the Wellesley Christian Fellowship, Hillel, Al-Muslimat, Ministry to Black Women, Lutheran-Episcopal Fellowship, Real Life, and Christian Science Organization offer many programs throughout the year.

Students produce a number of publications: *Wellesley News*, the student newspaper published weekly; *Ethos Woman*, a student publication for and about Third World women; *Legenda*, the College yearbook; and *The Galenstone*, a student publication. WZLY, the campus radio station, is operated by an all-student staff.

Students can become involved in the Greater Boston community in a variety of ways. The Center for Work and Service Internship Office lists many opportunities for public and community service in government agencies and nonprofit organizations. In addition, the Community Service Center coordinates student groups working with youth services, the elderly, the Easter Seal Swim Program, the Boston Food Bank, Habitat for Humanity, and Rosie's Place, a shelter for homeless women.

Sports are a significant part of life at Wellesley. There are eleven intercollegiate programs, as well as opportunities for competition in club sports such as softball, sailing, table tennis, skiing, and rugby. Students also pursue physical education just for fun or to stay fit. Interests range from yoga and fencing to dance and scuba diving. The Nannerl Overholser Keohane Sports Center provides state-of-the-art facilities for competition sports (see page 13 for details). Lake Waban is used for water sports and Paramesium Pond for ice skating.

The arts have always represented a highly visible part of the Wellesley experience. The Wellesley College Orchestra, the Prism Jazz Ensemble, Yanvalou Dance and Drum Ensemble, the Tupelos, the Blue Notes, the Toons, the Widows, the Ethos Choir, the Guild of Carillonneurs, and the MIT Orchestra are some of the groups

that offer experiences for students with musical interests. Those interested in the theatre can choose among the Wellesley College Theatre, the Experimental Theatre, and the Shakespeare Society. The Jewett Arts Center's Student Gallery provides opportunities for students to exhibit their work, as well as to organize and curate shows.

Life at Wellesley also includes a number of traditional social events. Junior Show, Parent/Family Weekend, Spring Weekend, and International Week are supplemented by frequent informal parties.

Schneider Center, the center of community activity, includes a coffee house and conference rooms. Supplementing the facilities and resources of Schneider are Slater Center, which is the frequent setting for international and multicultural events and celebrations, and Harambee House, the social and cultural center of the African-American community at Wellesley. Harambee sponsors lectures and music and dance performances, many in conjunction with other departments in the College. Lectures and cultural programs are also presented by Mezcla, the Korean American Student Association, Chinese Student Association, Japan Club, Hillel, and many other student organizations. The Davis Museum and Cultural Center with its Collins Cinema and Café is a place to relax with friends, view national and international films, and listen to lectures and live performances.

Student Residences & Resources

Although some students live off campus, most live in Wellesley's 21 residence halls. For resident and off-campus students alike, the College provides the counseling, religious, and health services necessary to ensure the students physical and mental well-being.

Residence Halls

The residence halls are the focus of much campus life. Informal learning at Wellesley takes place in spontaneous discussions and through planned programming in the residence halls. The diversity of Wellesley's students, who bring to the College differing lifestyles and cultural backgrounds, contributes much to this process.

The residence hall system at Wellesley fosters a sense of community through active participation in student self-government and program planning. Many opportunities exist for students to assume leadership positions.

The residence experience is also likely to include lectures, group discussions, dinners with faculty members, and social events with students from other colleges. One tradition, Wednesday Tea, is an informal occasion that continues to attract many students.

Wellesley has several types of residence halls, each with a distinctive character and structure. Thirteen of the larger residence halls (most housing 120–140 students) are staffed by professional

Heads of House. Each Head of House serves as an advisor and counselor to individuals and groups and as a liaison to the College community. The Heads of House, with specialized training in adolescent development and women's issues, supervise a residence staff that includes a Resident Advisor on each floor, a First-Year Student Coordinator, and a House President. The smaller halls (Simpson West, Homestead, French House, Cervantes, Instead, and Cedar Lodge) are staffed by student Resident Advisors or Coordinators and have a more informal system of house government for the 8–18 upperclass students living there. Lake House, a residence for approximately 60 juniors and seniors, is a more independent living environment with a faculty member in residence.

Students in the larger residence halls elect a House Council that administers daily living details. The Vice President of Programming and her committee in each hall plan a variety of social, cultural, and educational events throughout the year. Each residence also elects representatives to the Senate. These students consult with members of the residence hall on campuswide issues and convey opinions of their constituencies to the student government.

A residential policy committee reviews the rooming policy and develops ways to involve students in all areas of residential policy making. The Residence Office staff works to strengthen the involvement of faculty, staff, and alumnae in residence hall life.

Most of the residence halls contain single, double, and triple rooms, and some suites. All incoming first-year students are placed in double or triple rooms. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence contract. Each large hall has a spacious living room, smaller common rooms, and a study room. All but two of the large halls have dining facilities that are open on a five- or seven-day basis. All dining rooms offer vegetarian entrees at lunch and dinner; Pomeroy dining hall serves kosher/vegetarian food at all meals. There are limited kitchenette facilities in the halls for preparing snacks. Each building is equipped with coin-operated washers and dryers.

The College supplies a bed, pillow, desk, chair, lamp, bookcase, and bureau for each resident student. Students furnish linen, blankets, quilts, and their own curtains, pictures, rugs, and posters. They contribute one to two hours a week answering dorm telephones.

Twenty-one residence halls are grouped in three areas of the campus: Bates, Freeman, McAfee, Simpson, Cedar Lodge, Dower, French House, Homestead, Instead, Stone, and Davis are near the Route 16 entrance to the campus; Tower Court, Severance, Cervantes, Lake, and Claflin are situated off College Road in the center of the campus; and Shafer, Pomeroy, Cazenove, Beebe, and Munger are located by the Route 135 entrance to the College.

Student Parking and Transportation

Because parking at the College is limited, resident first-year students are not permitted to have cars. The parking fee for sophomores, juniors, and seniors is currently \$75 for each semester or \$135 for the year, and for off-campus students \$60 for the semester or \$100 for the year.

There is hourly bus service from the campus to MIT in Cambridge (7:30 a.m. to 11:50 p.m., Monday–Friday) with subway connections to the Greater Boston area. In addition, an hourly shuttle bus connects Wellesley, Babson College, the Woodland MBTA (subway) stop, and medical buildings in Wellesley Hills. On weekends the College provides bus service to Boston and Cambridge on an expanded schedule tailored to students' needs.

Services for Students with Disabilities

Wellesley is committed to providing students with disabilities the support they need to achieve their academic potential and to participate in Wellesley's rich opportunities beyond the classroom.

The Director for Equal Opportunity and Affirmative Action, the Coordinator of Services for Persons with Disabilities, the Director of Programs of the Learning and Teaching Center, the Class Deans, the faculty, the Heads of House, and the Rooming Coordinator work closely with individual students to encourage their intellectual and social development.

College Counseling Service

Counseling is readily available. Many students benefit from talking with someone other than friends and roommates. They may be concerned about large or small personal matters affecting their daily life or their more basic sense of purpose and direction.

Staff members of the College Counseling Service, part of the Stone Center for Developmental Services and Studies, provide short-term individual counseling as well as time-limited group therapy. A variety of preventive outreach programs is also offered, addressing mental health and developmental issues.

Clinical staff members are trained in the disciplines of psychiatry, psychology and social work. Long-term treatment (psychotherapy or psychopharmacology) is not provided, but the counseling staff can refer students to appropriate private clinical professionals and sliding-scale agencies. There is no fee for any counseling services provided to students by the Stone Center staff. *Professional confidentiality is maintained at all times in accordance with the law.*

Religious and Spiritual Resources

Wellesley seeks to respond sensitively to and support the diversity of religious traditions and spiritual perspectives represented among community members.

The Office of Religious Life offers a multi-faith approach to nurturing the religious and spiritual life of the College. The Dean of Religious Life coordinates the Religious Life Team, which

includes a Buddhist Advisor, Jewish Chaplain, Muslim Advisor, Roman Catholic Chaplain, and Protestant Chaplain, as well as advisors and student groups including the Baha'i, Hindu, Jain, Native African, Native American, Sikh and Unitarian Universalists, and Zoroastrian communities. Members of the Religious Life Team are available for religious and pastoral counseling. Students, faculty, and staff are invited to take part in the life of one or more of these faith communities, for worship, study and discussion groups, community service opportunities, or social events.

The Dean of Religious Life coordinates a program examining the role of spirituality in the educational process at Wellesley. There are opportunities throughout the year to take part in programs that explore spirituality and life and learning. The Dean also officiates at interfaith services held regularly throughout the academic year, including weekly multi-faith community worship.

Buddhist students from various traditions have opportunities to gather at Wellesley for meditation, practice, and discussion. On weekday evenings, there are programs and practice in the Tibetan and Zen Buddhist traditions. Buddhist students of all traditions are welcome to attend these programs and other opportunities offered throughout the year.

Jewish students will find a varied program including weekly Shabbat services, High Holiday services, and study and discussion groups, many of which are held in the Hillel Lounge located on the third floor of Billings Hall. Kosher meal options are available and Pomeroy Dining Hall serves kosher/vegetarian food at all meals. A kosher kitchen is available for student use in Schneider Center.

Muslim students gather for daily prayers in the Muslim Prayer Room located on the first floor of Houghton Chapel. In addition, Al-Muslimat, an organization for Muslim women at Wellesley, meets weekly for Qur'anic study and discussion. The Muslim Chaplaincy Advisor also organizes other educational and social activities.

The Protestant community has many opportunities for worship, study, discussion, and social gathering offered by groups that represent the full spectrum of Protestant religious tradition and practice. The Protestant Chaplain holds an ecumenical Protestant service on Sunday in Houghton Chapel, holds Bible study and fellowship on weekday evenings, and acts as liaison to all Protestant groups on campus.

The Roman Catholic community gathers for Mass in Houghton Chapel on Sunday afternoons and at noon on Monday. The Newman Catholic Ministry offers a variety of spiritual, educational, and social activities on campus and in the area for members of the community.

The Office of Religious Life, working with many other departments in the College, seeks to support each community member in her life at Wellesley and to foster a sense of community for the college as a whole.

College Health Service

Simpson Infirmary includes an outpatient clinic and licensed hospital that provide primary medical care to all students. There is no charge for outpatient visits to a nurse, nurse practitioner, or doctor. There are charges for laboratory tests and procedures and for inpatient care. A College-sponsored insurance plan is available to cover laboratory costs and all inpatient care. Students are required by Massachusetts law to enroll in the College Student Health Insurance Plan unless they have equivalent coverage. Because many private insurers and HMOs have strict guidelines regarding inpatient coverage, all students are encouraged to enroll in the College health plan to cover infirmary admissions. Consultation with specialists is available; financial responsibility rests with the student, her parents, or their health insurers. Besides the usual medical care given by the College Health Service, members of the staff emphasize educational and preventive measures to increase wellness and promote healthful lifestyles. Programs are developed in response to students' needs or requests.

The Health Service collaborates with other college services such as counseling services, residence, and physical education. The confidentiality of the clinician-patient relationship is carefully maintained; medical information is not shared with College authorities or parents without the specific consent of the student and is disclosed only to meet insurance claims or legal requirements.

Student Government

Throughout its history the College has based its policies regarding student life upon the concepts of personal integrity, respect for individual rights, and self-government. The rules and procedures governing student life reflect these concepts and are designed chiefly to ensure the privacy and safety of individuals. Legislation concerning all aspects of Wellesley community life is contained in the *Student Handbook*, copies of which are available to all students.

Honor Code

Inherent in Wellesley's system of democratic government and its accompanying law is the Honor Code. As the vital foundation of government, the Honor Code rests on the assumption that individual integrity is of fundamental value to each member of the community. Within the philosophy of self-government, the personal honor and responsibility of each individual as he or she approaches both the regulated and nonregulated areas of academic, social, and residence hall life in the Wellesley community are of central importance.

The Honor Code covers all duly adopted rules of the College for the governance of academic work, for the use of College resources, and for the conduct of its members. Each student—degree candidate, exchange student, and postbaccalaureate student—is bound by all the rules.

Each student is expected to live up to the Honor Code, as a member of the student body of Wellesley College both on and off the campus. She should also remember that she is subject to federal, state, and local laws, which are beyond the jurisdiction of Wellesley College.

The Honor Code can work only with full support among all members of the College community. In addition to upholding the regulations and spirit of the Honor Code personally, both students and faculty are responsible for the success of the system. This includes guarding against and, if necessary, reporting any inadvertent or intentional abuses of the Honor Code by any member of the community.

College Government

Most of the legislation and regulations guiding student life are enacted and administered by the student College Government, of which all students are members. Responsibilities delegated by the Board of Trustees to the College Government include governance of all student organizations, appointment of students to College committees, allocation of student activity funds, and administration of the Honor Code and judicial process. Many of these responsibilities are assumed by Senate, the elected legislative body of College Government, which also provides the official representative voice of the student body. Violations of the Honor Code are adjudicated through the student-run Judicial System.

Confidentiality of Student Records

Maintenance of the confidentiality of individual student educational records has always been important at Wellesley, as is a concern for the accuracy of each record. Under the provisions of the federal Family Educational Rights and Privacy Act of 1974, every Wellesley student is assured the right to inspect and review all college records, files, and data directly related to her, with certain exceptions such as medical and psychiatric records, confidential recommendations submitted before January 1, 1975, records to which the student has waived her right of access, and financial records of the student's parents. The student may also seek a correction or deletion where a record is felt to be inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. The Privacy Act also protects the privacy of personally identifiable information maintained in student records by prohibiting the release of such information (other than those facts defined below as "Directory Information") without the written consent of the student, except to persons such as offi-

cials or teachers within the College who have a legitimate educational interest in seeing the information, officials of other institutions in which the student seeks to enroll, the student's parents if the student is a dependent for tax purposes, and certain other persons and organizations.

The final regulations for the Act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to the parents without the student's prior consent. It will be assumed that every student is a dependent of her parents, as defined by the Internal Revenue Code, unless notification to the contrary with supporting evidence satisfactory to the College is filed in writing with the Registrar by October 1 of each academic year. All correspondence relating to a student's undergraduate performance is removed from a student's file and destroyed one year after graduation. All disciplinary records are destroyed when a student graduates from the College. Disciplinary records are never a part of a student's permanent file while she is at Wellesley.

Copies of the Privacy Act, the regulations therein, and the "Wellesley College Guidelines on Student Records" are available on request from the Office of the Registrar. Students wishing to inspect a record should apply directly to the office involved. Complaints concerning alleged noncompliance with the Privacy Act by the College, which are not satisfactorily resolved by the College itself, may be addressed in writing to the Family Policy Compliance Office, Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

Directory Information

The Privacy Act gives to Wellesley the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable information: name; class year; home address and telephone number; college address and telephone number; college e-mail address; schedule of classes; major and minor field(s); date and place of birth; dates of attendance at Wellesley College; degrees, honors, and awards received; weight and height of student athletes; participation in officially recognized sports and activities; previous educational institution most recently attended.

The Privacy Act also allows individual students to place limitations on the release of any of the above information. A student who wishes to do this must inform the Registrar, Green Hall, in writing each year by July 15 for the following academic year.

In practice, College policies discourage the indiscriminate release of any information about individual students. College directories and lists are for use within the College community itself.

Center for Work and Service

The Center for Work and Service provides a wide range of information and services to help Wellesley students explore the world of work, participate in community service, and make decisions about their future. A staff of experienced professionals can assist students at all stages of career exploration and decision making, from first-year students considering internships or volunteer work to seniors planning for graduate school or full-time employment.

Panel presentations, informational meetings, workshops, and counseling sessions are offered to help students explore various professions, educational options and community service opportunities. Students can also take advantage of the Center's publications, including the monthly newsletter *Chronicle*, an on-line listing of over 2,000 internships, and the Center's home page, which provides links to various career resources on the Internet.

The Center also sponsors programs that connect alumnae with current students: on-campus presentations where alumnae discuss their working lives and graduate school experiences; the Shadow Program, which matches students with alumnae at their workplace; and alumnae will-helps, a list of 12,000 Wellesley graduates who have volunteered to serve as contacts for career exploration.

Students are encouraged to use the Center for Work and Service throughout their time at Wellesley. After graduation, the Center remains a resource to alumnae for a wide variety of career decisions and information.

Career Counseling

During the school year, counselors are available daily, both by appointment and on a drop-in basis. The Center offers workshops on career and life planning, resume writing, job search, interviewing, networking/informational interviewing, and applying to graduate and professional schools. Videotaped mock interviews are also conducted by counselors to help students practice their interviewing skills.

Recruiting/Job Search

Over 100 companies participate in the Center's on-campus recruiting program, while over 70 additional companies request student resumes and schedule interviews throughout the spring. Informational meetings, coaching, and support are also part of the recruiting process. Information on MIT's recruiting program, which is open to Wellesley seniors, is available at the Center as well. Job search resources include an on-line catalog that annually lists over 250 entry-level positions for seniors. The alumnae job bulletin, *Horizons*, is available for a modest subscription fee.

Graduate Schools

The Center for Work and Service provides information on graduate and professional school examinations, advice on completing graduate school applications, and information on financial aid.

Internships	Information about internships at the College, in the local community, and throughout the country for the school year, the summer, or Wintersession is available through the Center. Internship listings are located on the College's electronic bulletin board and can be accessed by students at any time.
Community Service	Each year, the Center for Work and Service sponsors numerous community service projects, both off and on campus. The Center also sponsors a community service fair and maintains a library of volunteer opportunities for individuals and groups.
Summer Stipends	Students interested in community and public service internships may apply through the Center for one of several stipends. These awards, which are designed to encourage service and volunteerism, provide financial support to Wellesley students who work at an unpaid internship or volunteer position with a community or public service organization.
Scholarships and Fellowships	Information on a large number of scholarships, fellowships, and grants for graduate study is readily available in the Center for Work and Service Library. In addition, the competitions for many undergraduate and graduate fellowships are administered in the Center for Work and Service.
Center for Work and Service Library	The Center for Work and Service Library has an extensive collection of books, magazines and journals to assist students with career exploration and job search. The library also contains listings of alumnae contacts, a collection of videotapes of alumnae career panels, alumnae reports on graduate programs and employers, job listings, and SIGI+, a computerized career guidance system.
Recommendations	All students are encouraged to build a reference file. For a fee references will be forwarded to schools and employers. The Center furnishes standard recommendation forms acceptable to graduate schools and employers.

Admission

Admission

The Board of Admission chooses students who will benefit from the education Wellesley offers and who will be able to meet the standards for graduation. Consideration is given to creativity, high motivation, and strong academic potential.

The Board considers each application on its merits and does not discriminate on the basis of race, religion, color, creed, national origin, or sexual orientation. In accordance with its desire to maintain student body diversity, Wellesley College encourages applications from qualified students who represent a wide variety of cultural, economic, and ethnic backgrounds.

The Board of Admission at Wellesley consists of representatives of the faculty, the administration, and the students. In selecting the candidates who will comprise the student body, the Board considers a number of factors: high school records; rank in class; standard test scores; letters of recommendation from teachers, guidance counselors, or principals; the student's own statements about herself and her activities; and interview reports when available from the staff or alumnae. The Board values evidence of unusual talent and involvement in all areas of academic and social concern.

Each application is carefully evaluated. The admission decision is never made on the basis of a single factor. Each part of the application, accordingly, contributes to a well-rounded appraisal of a student's strengths and helps predict whether Wellesley would be the right place for her to continue her education.

Criteria for Admission

General Requirements for First-Year Student Applicants

Wellesley College does not require a fixed plan of secondary school courses as preparation for its program of studies. Nevertheless, entering students normally have completed four years of strong college preparatory studies in secondary school. Adequate preparation includes training in clear and coherent writing and in interpreting literature; history; training in the principles of mathematics (typically four years); competence in at least one foreign language, ancient or modern (usually achieved through four years of study); and experience in at least two laboratory sciences.

Students planning to concentrate in mathematics, in premedical studies, or in the natural sciences are urged to elect additional courses in mathematics and science in secondary school. Students planning to concentrate in language or literature are urged to study a modern foreign language and Latin or Greek.

There are often exceptions to the preparation suggested here, and the Board will consider an applicant whose educational background varies from this general description. Wellesley's applicant pool has been consistently strong. As a result, not all applicants who are qualified are admitted.

The Application	<p>Application forms may be obtained from the Board of Admission. The Board also accepts the Common Application, College Link, or Apply! applications. A nonrefundable fee of \$50 must accompany the formal application. If the fee imposes a burden on the family's finances, a letter from the applicant's guidance counselor requesting a fee waiver should be sent to the Dean of Admission with the application for admission.</p>
The Interview	<p>While Wellesley does not require a personal interview as part of the first-year application, the College strongly recommends that applicants arrange for one. An interview is required of transfer applicants and of Accelerating Candidates (see p. 33). If a candidate cannot come to the College for an interview, she should write to the Board of Admission or use the form provided in the application to request the name of an alumna interviewer in the candidate's local area. A high school junior may arrange for an informal conversation with an alumna or member of the Board. Interviews are not available from February 1 to April 1; however, tours will still be given by student guides during this time.</p>
Campus Visit	<p>Students who are seriously considering Wellesley will have a better understanding of student life at Wellesley if they can arrange to spend a day on campus. Candidates are welcome to attend classes, have meals in the residence halls, and talk informally with Wellesley students. Overnights in the residence halls can also be arranged for high school seniors. Prospective students who plan to spend some time exploring the College are urged to notify the Board of Admission at least two weeks in advance so that tours, interviews, meals, attendance at classes, and overnights can be arranged before their arrival on campus.</p>
Standard Tests	<p>The College Board Scholastic Assessment Tests (SAT-I: Reasoning Test and three SAT-II: Subject Tests) or the ACT Assessment is required of all applicants for admission. One SAT-II Test must be the SAT-II: Writing Test; the other two may be in subjects of the student's choice.</p> <p>Each applicant is responsible for arranging to take the tests and for requesting that the results of all tests are sent to Wellesley College. The College Board and ACT send the publications and the registration forms necessary to apply for the tests to all American secondary schools and many centers abroad. The applicant may obtain the registration form at school.</p> <p>It is necessary to register with the College Board approximately six weeks before the test dates; however, limited walk-in registration may be available at some centers. For the ACT, students must register usually four to six weeks prior to the test date. No walk-in registration is available.</p>

Either the SAT-I or three SAT-II Tests may be taken on any of the following dates, but it is not possible to take both the SAT-I and the SAT-II Tests on the same day, so students must select and register for two different test dates. The latest test date from which scores can be used for admission in September 1997 is December 7, 1996.

The College Board Code Number for Wellesley College is 3957.

Dates of College Board Tests	October 12, 1996	March 15, 1997
	November 2, 1996	May 3, 1997
	December 7, 1996	June 7, 1997
	January 25, 1997	

The ACT Assessment test may be taken on any of the following dates. The latest test date from which scores can be used for admission in September 1997 is December 14, 1996.

The ACT code number for Wellesley College is 1926.

ACT Assessment Test Dates	October 26, 1996	April 12, 1997
	December 14, 1996	June 14, 1997
	February 8, 1997	

Admission Plans

Regular Decision A candidate who uses the Regular plan for admission must file an application by January 15 of the year for which she is applying. Applicants will be notified of the Board of Admission's decisions in April. Applicants for regular admission may take SATs or the ACT any time through December of the senior year. Results of tests taken after December arrive too late for consideration by the Board of Admission.

Early Decision Students with strong high school records who have selected Wellesley as their first-choice college by the fall of the senior year should consider the Early Decision plan. Candidates under this plan may initiate applications at other colleges, but they agree to make only one Early Decision application. Once admitted under Early Decision, they must then withdraw all other applications.

Candidates who wish to apply in this framework must submit the application by November 1 and indicate that they want to be considered under the Early Decision Plan. Although College Board tests taken through the November 2, 1996 test date, or ACT tests taken through the October 26, 1996 test date may be used, it is preferred that students complete the appropriate tests by the end of the junior year. Decisions on admission and financial aid will be mailed no later than mid-December.

Early Evaluation Candidates whose credentials are complete by January 1, and *who request it* by checking the appropriate box on the application form,

will receive an Early Evaluation of their chances for admission. These evaluations will be sent by the end of February. Candidates will receive the final decision from the Board of Admission in April.

Accelerating Candidates

The College considers applications from candidates who plan to enter college after completing their junior year of high school and who have demonstrated academic strength and personal/social maturity. These candidates are considered for admission along with other applicants for the Regular Decision Plan. They are requested to identify themselves as Accelerating Candidates in their correspondence with the Board of Admission. Accelerating applicants are required to have an interview, preferably at the College. Accelerating Candidates are not eligible for Early Decision or Early Evaluation. In all other respects they follow the same procedures for the Regular Decision Plan.

Deferred Entrance

Some students who apply successfully to Wellesley may then desire to defer their entrance to the first-year class for one year. If so, they should accept the offer of admission by May 1, and at the same time request a year's deferral. Students who attend another American college full-time during the year between high school and their entrance to Wellesley are not considered deferred students, but must reapply for entrance as transfers. Ordinarily, transfer students may not defer entrance to the following semester or year. This also applies to international students.

International & Transfer Students

Through the years Wellesley has sought and benefited from a large body of international students on campus. The College also seeks highly qualified transfer students who believe that Wellesley's special opportunities will help them achieve specific goals. For international and transfer students there are some additional and different application procedures and deadlines.

International Students

All international students from overseas secondary schools or universities outside of the United States apply for admission through the International Student Board of Admission and complete the Application Form for Applicants Currently Studying Abroad. This includes U.S. citizens who have been educated in a school system abroad.

Admission is considered for September entrance only. The application and all required credentials must be received by January 15 of the year in which the student plans to enter. The application form should be returned with a nonrefundable registration fee of \$50 drawn on a U.S. bank, or a fee waiver request from the secondary school.

Financial aid is available for only a limited number of international citizens. Therefore, admission is highly competitive for students who apply for financial assistance. Wellesley's established policy is to accept only those international students for whom we can provide the necessary financial support.

The College Board entrance examinations and the TOEFL (Test of English as a Foreign Language) are required of all international students in addition to their own national examinations. The TOEFL is not required if English is the candidate's first language. The official SAT-I: Reasoning Test and SAT-II: Subject Tests score reports must be forwarded directly to Wellesley College by the College Board, using Wellesley's Code Number 3957 on the College Board registration form. If SAT-I and SAT-II Tests are not administered in an applicant's country, they may take only the TOEFL.

Interested students are encouraged to initiate the application process one full year in advance of the planned entrance date. To obtain the *International Students* information brochure and the application form, please write to the Board of Admission. Letters of inquiry should include the student's country of citizenship, present school, academic level, and the year of planned college entrance.

International Students Applying from U.S. High Schools

Citizens of other countries who are currently in secondary school in the United States before entering college apply through the regular admission program. International citizens applying through the regular admission program who also wish to apply for the limited financial aid funds are eligible to apply only under the Regular Decision Plan (January 15 deadline).

Admission of Transfer Students

Wellesley College accepts transfer students from accredited four- and two-year colleges. They must offer an excellent academic record at the college level and strong recommendations from their dean and college instructors. The Scholastic Aptitude Test or the SAT-I: Reasoning Test is required of transfer applicants, as well as an interview. Students wishing to transfer into Wellesley should apply by February 10 for entrance in the fall semester, and by November 15 for entrance in the spring semester. Applications may be obtained from the Board of Admission. Notification is in mid-April and late December, respectively. The application forms should be returned with a nonrefundable registration fee of \$50 or a fee waiver request authorized by a financial aid officer or college dean.

The College will accept for transfer credit only those courses that are comparable to courses offered in the liberal arts curriculum at Wellesley. Candidates accepted for transfer will be given a tentative evaluation of their credit status at the time of admission. Transfer

credit for studies completed outside of the United States will be granted only when the Registrar has given specific approval of the courses elected and the institutions granting the credit. To receive a Wellesley degree, a transfer student must complete a minimum of 16 units of work and two academic years at the College, so ordinarily only incoming sophomores and juniors are eligible to apply. A Wellesley unit is equivalent to four semester hours, and some transfer students may need to carry more than the usual four courses per semester in order to complete their degree requirements within four years. Wellesley College has no summer school and courses done independently during the summer may not be counted toward the 16 units required. Incoming juniors, in particular, should be aware that Wellesley requires evidence of proficiency in one foreign language before the beginning of the senior year. In addition, all transfer students should note Wellesley's course distribution and writing requirements, which must be fulfilled for graduation. These requirements are described on pp. 54–58. Incoming junior transfer students may not take part in the Twelve College Exchange Program or Junior Year Abroad. All transfer students may elect to take courses through the cross-registration program with MIT.

Continuing Education

Wellesley College offers two programs for students beyond traditional college age. They are the Elisabeth Kaiser Davis Degree Program and the Postbaccalaureate Study Program. The Davis Degree Program is designed for women who wish to work toward the Bachelor of Arts degree. The Postbaccalaureate Study Program is available for men and women who already have a bachelor's degree and seek nondegree course work. Students enroll in the same courses as the traditional-age undergraduates and may enroll on a part-time or full-time basis.

Elisabeth Kaiser Davis Degree Program

Candidates for the Davis Degree Program are women, usually over the age of 24, whose education has been interrupted for at least two years or whose life experience makes enrollment through the Davis Degree Program the logical avenue of admission to Wellesley College. At least 16 of the 32 units required for the B.A. degree must be completed at Wellesley. These students, known as Davis Scholars, must meet all the degree requirements of the College. There is no time limitation for completion of the degree, and students may take just one or two courses a term or a full course load. The flexibility of the Davis Degree Program allows a woman to combine school with work and family responsibilities. A small number of Davis Scholars live on campus, and they carry a full academic course load. Some women live in small

dormitories especially reserved for Davis Scholars, while others room in larger dormitories, integrated with students of traditional college age.

The College will accept for transfer credit only those courses that are comparable to courses offered in the liberal arts curriculum at Wellesley, and for which a grade of C or better was earned. Course work presented for transfer credit must be accompanied by an official transcript from an accredited college, descriptions of courses at the time they were taken, and the degree requirements of the institution. All information should be sent with the application for admission.

Postbaccalaureate Study Program

Candidates for the Postbaccalaureate Study Program are men and women who already have a bachelor's degree and wish to do further undergraduate work for a specific purpose. Students take courses to prepare for graduate school, enrich their personal lives, or make a career change. The Premedical Study program is a popular choice. A degree is not offered.

Admission

Application forms for the Elisabeth Kaiser Davis Degree Program and Postbaccalaureate Study Program may be obtained from the Board of Admission. Official transcripts, an essay, and letters of recommendation must be submitted before a candidate is considered for admission. A personal interview is also required. The Board of Admission looks for evidence, such as work, volunteer experience, and especially recent course work, that demonstrates a candidate's intellectual ability and initiative.

All applications should be submitted as early as possible, and must be accompanied by a nonrefundable application fee of \$50. Applications for the Elisabeth Kaiser Davis Degree Program are considered once a year for fall semester entrance only. The application deadline is February 15 for admission in the fall of 1997. The deadline for international applicants is January 15. The application deadlines for postbaccalaureate applicants are November 15 for spring semester admission and March 1 for fall semester admission.

Costs, Fees & Expenses

Costs

Wellesley offers a variety of payment plans and financing options to assist all students and their families in meeting the costs of a Wellesley education. In addition, through financial aid, the College is able to offer its education to all students regardless of their financial circumstances. The amount and kind of financial aid is determined solely by financial eligibility criteria.

Fees & Expenses

At Wellesley the Comprehensive Fee represents approximately 55% of the educational cost to the College for each student. The rest is provided from gifts and income earned on endowment.

The Comprehensive Fee for 1996–97 resident students is \$26,970. There is an additional fee of \$744 for students who purchase Student Accident and Sickness Insurance. The breakdown is as follows:

	Resident Students	Off-Campus Students
Tuition	\$20,174	\$20,174
Room	3,270	N/A
Board	3,146	N/A
Student activity fee	120	120
Facilities fee	<u>260</u>	<u>260</u>
Comprehensive Fee	\$26,970	\$20,554
Student Accident and Sickness Insurance	744	744

All resident students must have a meal plan. Students who live in cooperative housing and choose a Co-op Meal Plan pay the College a \$400 kitchen usage fee instead of board.

Student Activity Fee	The student activity fee is administered by the student College Government. It provides resources from which organizations can plan and implement extracurricular activities.
Facilities Fee	The facilities fee is a usage charge for the computer facilities and the Nannerl Overholser Keohane Sports Center.
Student Health and Insurance Program	Information about the Wellesley College Health Service and the Student Accident and Sickness Insurance Program is sent with bills to each student in July. All students enrolled at Wellesley College may see a doctor, nurse practitioner, or nurse at the Health Service without charge. However, charges are incurred for certain procedures, treatments, and laboratory tests. The Student Accident and Sickness Insurance Program covers most of these charges and <i>all</i> inpatient charges in the College Infirmary. The Insurance Program also covers medical care received while a student is away from

Wellesley to the extent described in the Insurance Brochure. Enrollment extends through August; see brochure for specific dates and details. All eligible students are enrolled and charged for insurance during the summer (December for students on leave for Fall). The Bursar will cancel the insurance and charge only if (1) a student becomes ineligible or (2) the Bursar receives by August 1 for the following year (or January 1 for spring) a signed waiver card certifying the student's coverage under an equivalent policy. An optional Catastrophe Benefit Program is also available. Wellesley College does *not* assume financial responsibility for injuries incurred in instructional, intercollegiate, intramural, or recreational programs. The College carries an NCAA policy to provide limited supplemental coverage for students injured while participating in intercollegiate athletics under the auspices of the Department of Physical Education, Recreation and Athletics.

Special Fees and Expenses

These include, but are not limited to, the following: a fee for each course taken for credit in excess of five in any semester (waived for 1996–97); certain special course fees, e.g., the cost of instrumental and vocal lessons (see pp. 212–213); the cost of materials for some art courses.

Because parking at the College is limited, resident first-year students are not permitted to have cars. The parking fee for resident sophomores, juniors, and seniors is currently \$75 for each semester or \$135 for the year; and for off-campus students \$60 for the semester or \$100 for the year.

All fees, with the exception of tuition, room, and board, are subject to change without notice.

Personal Expenses

In addition to the fees above, a student should count on approximately \$1,600 for books, supplies, and personal expenses. Some students spend more and a few spend less.

General Deposit

A General Deposit of \$250, paid by each entering student (\$275 for entrance after October 31, 1996), is not part of the College fee. The deposit is refunded subsequent to graduation or withdrawal after deducting any unpaid charges or fees.

Refund Policy

Refunds will be made for withdrawal or leave of absence prior to the ninth week of the semester. The Comprehensive Fee will be prorated on a calendar week basis; \$275 will be assessed to cover administrative costs. No refunds will be made for withdrawal or leave of absence after the eighth week; however, a student who withdraws during her first semester may receive a refund through the tenth week. *The date of withdrawal shall be the date on which the student notifies her Class Dean of withdrawal in writing*, or if the Dean is not notified, the date on which the College determines that the student has withdrawn. Refunds will be prorated among

Continuing Education Fees and Refunds

the sources of original payment. Grants and education loans will be refunded to the grantor or lender.

Tuition for an off-campus Davis Scholar or postbaccalaureate student is \$2,522 per semester course. Students taking four or five courses a semester pay \$10,087 per semester. A \$15 per course student activity fee with a maximum of \$60 per semester, and a \$33 per course facilities fee with a maximum of \$130 per semester will also be charged.

An off-campus Davis Scholar or postbaccalaureate student who withdraws from a course will receive the following: a full refund for withdrawal from courses during the add/drop period; thereafter, charges will be prorated on a calendar week basis until the eighth week of classes. To cover administrative costs, \$275 will be assessed upon withdrawal or leave of absence. If a student returns to Wellesley from leave, the \$275 will be credited toward charges for the following term. No refunds will be made for withdrawal after the eighth week. However, a student who withdraws during her first semester may receive a refund through the tenth week. *The date of withdrawal shall be the date on which the student notifies the Dean of Continuing Education of withdrawal in writing*, or if the Dean is not notified, the date on which the College determines that the student has withdrawn. Refunds will be prorated among the sources of original payment. Grants and education loans will be refunded to the grantor or lender.

Other fees and refunds for resident Davis Scholars are identical to the fees and refunds for other students. All students in the Davis Degree or Postbaccalaureate Study programs are also responsible for paying the General Deposit.

High School Student Fees and Refunds

High school students taking courses at Wellesley pay \$2,522 per semester course; for refunds, charges are prorated on a calendar week basis until the eighth week. High school students also pay the General Deposit.

Payment Plans

Wellesley offers three payment plans to meet varied needs for budgeting education expenses: the traditional Semester Payment Plan, a Ten-Month Payment Plan, and a four-year Prepaid Tuition Stabilization Plan. See Summary of Payment Plans and Financing Options.

All fees must be paid in accordance with one of these approved payment plans before the student may register or receive credit for courses or obtain grade transcripts. All financial obligations to the College must be met before a diploma may be awarded. Fees for late payment and interest may be charged on delinquent accounts.

It is the student's responsibility to ensure that loans, grants, and other payments are sent to the College by the plan due dates.

**Semester
Payment Plan**

The Comprehensive Fee for each semester (after subtracting scholarships and loans for that semester) is paid to the College by August 1 for the fall semester, and by January 1 for the spring semester. This plan is generally used by families who are paying college expenses from savings or who have access to loans at favorable terms. See Summary of Payment Plans and Financing Options.

**Ten-Month
Payment Plan**

The Comprehensive Fee for each semester (after subtracting scholarships and loans for that semester) is budgeted over five payments. The payments are due on the 25th day of every month, May 25 to September 25 for the fall semester and October 25 to February 25 for the spring semester. A per-semester fee of up to \$125 covers administrative costs.

The Ten-Month Plan was established for families who pay from current family earnings. Families who deposit money into their own savings account will have funds available for August 1 and January 1 payment to Wellesley without the additional administrative expense. The College cannot extend the payment period of the Ten-Month Plan.

**Prepaid Tuition
Stabilization
Plan (PTSP)**

This program provides a written contract guaranteeing that the cost of tuition will remain the same for each of four consecutive years at Wellesley College, provided the student pays by June 30 an amount equal to four times the first year's tuition cost. Provisions are made for leaves of absence (up to two semesters), refunds, and withdrawals. This program only stabilizes the cost of tuition at Wellesley College; all other charges such as room and board will be billed at the rate for the applicable year, as will tuition for any exchange program or other college at which the student enrolls.

**Payment for
Students
Receiving
Financial Aid,
Scholarships
or Loans**

Grants and loans are generally applied equally against charges for each semester. The remaining balance must be paid in accordance with one of the approved plans. A student on financial aid who has difficulty meeting the payment schedule or whose loans or grants will not arrive by the third week of classes should consult the Financial Aid Office and her Student Account Coordinator in the Bursar's Office.

Financing Options

To finance the Wellesley Payment Plans, several options are available whether or not a student has been awarded financial aid, other scholarships, or loans. Detailed information can be obtained from the Office of the Bursar and the Office of Financial Aid and are included in brochures mailed each spring. To compare the various plans see the Summary of Payment Plans and Financing Options. A brief description of each follows.

Federal Parent Loan for Undergraduate Students (PLUS)

Under this federally guaranteed loan program, parents may borrow the cost of education less financial aid and other education grants or loans from participating banks. The applicant and student must be permanent U.S. residents or citizens.

Monthly repayment begins immediately after the loan is received; however, repayment of the loan principal and, under certain conditions, interest, may be *deferred* while the borrower is a full-time student or experiencing economic hardship.

Knight Achiever Loan

This plan, offered to all parents and independent students, aids budgeting. It fixes a monthly repayment amount, for the 15-year period beginning with the student's first year, of \$362 for each \$10,000 that will be borrowed annually (\$40,000 total). Other repayment options permit interest-only payments, while the student is in college, of \$83 per month for each \$10,000 borrowed, with monthly payments of \$510 after 4 years (\$40,000 loan). Life and disability insurance and a home equity option may also be available.

MassPlan

This joint loan program of the Massachusetts Educational Financing Authority and Wellesley College provides low interest rate loans and convenient repayment. The full cost of education or tuition stabilization may be borrowed and a home equity option is available in most states. MassPlan repayment is as low as \$98 per month for 15 years for each \$10,000 borrowed.

Federal Unsubsidized Stafford Loan

Under this federally guaranteed loan program, a student who has costs of education not met by financial aid and who is *not* eligible (based on federal rules for determining financial need) to borrow up to federal maximums under the Federal Subsidized Stafford Loan Program, may borrow the difference between her subsidized Stafford Loan (if any) and the Unsubsidized Stafford program limits.

An independent student or a dependent student whose parent does not qualify for a Federal PLUS may also borrow up to addi-

tional federal maximums if she has costs of education not met by financial aid and she has already borrowed her basic Federal Stafford Loan maximum.

Interest starts to accrue immediately, but repayment may be deferred while the student is enrolled or is experiencing economic hardship.

Other Financing

The loan programs described above were selected by Wellesley College from a variety of available alternatives. In addition, many credit unions, banks, and other financial institutions offer trust, investment, and loan programs. Life insurance policies and pension and other union, employer, or employee savings programs may provide loans with specific advantages. Some parents or other relatives or friends may apply for a loan with the understanding that the student will assume responsibility for repayment. Many Wellesley students earn a significant portion of their tuition through vacation and term-time employment. The staff in the Office of the Bursar and the Office of Financial Aid are available to discuss possible avenues of financing with all students and their families, whether or not the students have been awarded financial aid or scholarships.

Summary of Payment Plans and Financing Options 1996-1997*

Payment Plans

	Eligibility	Annual Maximum	Payments Per Year	Years to Complete Payments
Semester Payment Plan	All families	Comprehensive Fee (\$26,970 for residents)	2	4
Ten-Month Payment Plan**	All families	Comprehensive Fee (\$26,970 for residents)	10	4
Prepaid Tuition Stabilization Plan (PTSP)***	All families	\$80,696 first year only	1 in first year only for tuition; 2 or 10 for other fees	1 4

Financing Options (not based on eligibility for financial aid)

Federal Parent Loan for Undergraduate Students (PLUS)****	Parents or guardians of students enrolled at least half-time	Total cost of attendance less grants or other loans	12	5 for first loan; 25 with multiple loans
Federal Unsubsidized Stafford Loan****	Students enrolled half-time who are not eligible for the maximum subsidized Stafford Loan	\$2,625 in first year; \$3,500 in sophomore year; \$5,500 in junior and senior year; \$23,000 undergraduate total	12	5-25 years (with consolidation)
MassPlan Family Education Loan	Families of all students enrolled at least half-time	Total cost of attendance less grants and other loans	12	15 for fixed rate loan; 10 for variable rate loan
Knight Achiever Loan	All families and self-supporting students	Cost of attendance	12	15

* Information on these pages pertains to fees, rates, and terms as of 4/30/96. All programs are evaluated yearly. Admitted students and their families received current information on the options in the spring prior to their September enrollment.

** To determine your monthly payment, subtract any anticipated education loans or grants from your Comprehensive Fee to calculate your "Amount Budgeted" for the table to the right.

*** Applies to tuition only; remaining Comprehensive Fee paid on Semester Payment Plan or Ten-Month Payment Plan each year.

**** Must be U.S. citizen or resident.

Note: Comprehensive Fee includes cost of tuition, room, board, and facilities and activity fees.

This is a general summary. Specific details and exceptions are available upon request.

Payments Due	Annual Interest Rate	Service Fees	Insurance	Credit Check
August 1 January 2	None	None	None	None
Monthly; May 25–Feb. 25	None	\$50–250**	None	None
Entire \$80,696 June 30, 1996	None	None	None	None
Monthly; some deferments available	8.38% variable, 9% maximum	4% of loan amount	Yes	Required
Monthly; some deferments available	8.25% variable, 8.25% maximum	4% of loan amount	Yes	None
Monthly	7.65% fixed rate loan; 6.55% variable Home Equity Option	3.75% of loan amount	Optional	Required
Monthly; interest only option also available	As low as 8.98%	\$35 processing fee plus 3%–4% of loan	Optional	Required

Amount Budgeted	Administrative Fee	Monthly Payment	Total Payment
\$15,000–26,970	\$250	\$1,525–2,722	\$15,250–27,220
11,000–14,999	200	1,120–1,520	11,200–15,199
7,000–10,999	150	715–1,115	7,150–11,149
3,000– 6,999	100	310– 710	3,100– 7,099
500– 2,999	50	55– 305	550– 3,049

Financial Aid

The Wellesley College financial aid program opens educational opportunities to able students of diverse backgrounds, regardless of their financial resources. No entering first-year student should be discouraged from applying to Wellesley because of the need for financial aid. At Wellesley, admission decisions are made without regard to financial need, and only after a student is admitted does the Financial Aid staff determine the amount of aid the student requires. Over 50 percent of all Wellesley students receive financial aid, based on need, from the College.

At Wellesley College financial aid is given solely because of demonstrated need. Amounts vary in size according to the resources of the individual and her family, and may equal or exceed the comprehensive College fee. Although aid is generally granted for one year at a time, the College expects to continue aid as needed throughout the student's four years, provided funds are available.

Determination of the amount of aid begins with the examination of family financial resources. Using both federal and institutional methodologies, the Financial Aid staff establishes the amount the parents can reasonably be expected to contribute. The staff also looks at the amount that the student can contribute from her earnings, assets, and benefits. Each year, the Financial Aid Committee determines a standard amount expected from the student's summer and vacation earnings. The total of the parents' and the student's contributions is then subtracted from the student's budget, which is composed of the College fees, a \$1,600 book and personal allowance, and an allowance toward travel from her home area to Wellesley. The remainder equals the financial need of the student and is offered in aid while funds are sufficient. The financial aid is "packaged" in a combination of three types of aid: work, loan, and grant. The Financial Aid Committee sets yearly amounts of academic year work and loan.

Work

Generally, a portion of a student's financial aid is met through a job on or off campus, usually as part of the federal work study program. Students are expected to devote no more than ten hours a week to their jobs. For 1996-97, first-year students are expected to earn \$1,800; sophomores, \$1,900; juniors and seniors, \$2,000. The Student Employment Office manages placement and pay rates for on-campus opportunities, both for financial aid students and those not qualifying for aid. It also maintains listings of off-campus opportunities.

Financial aid students receive priority for on-campus jobs such as office work in academic and administrative departments. Off campus, students have worked in museums, laboratories, research institutions, and community offices.

Loans	<p>The next portion of a student's financial aid is met through low-interest loans. The 1996–97 amounts are \$3,500 for first-year students, \$4,000 for sophomores, \$5,300 for juniors, and \$5,500 for seniors. There are several kinds of loans available with different interest rates and terms of repayment. The suggested loan amount and loan program are specified in the aid offer.</p>
Repayment of Loans from the College	<p>A student who has received a loan from the College has the obligation to repay the loan after withdrawal or graduation. Early in the school year, the student is expected to attend a loan entrance interview. Before she leaves the College she should make arrangements for an exit interview with the Bursar. At that time she will be notified of her rights and responsibilities regarding the loan and will be given a repayment schedule.</p> <p>In order to be eligible for aid from Wellesley, transfer students cannot be in default on prior education loans. Wellesley will not offer any federal, state, or institutional aid to students in default on prior education loans.</p>
Grants	<p>The remaining portion of the student need is awarded in grants by the College from its own resources, from the federal government through the Federal Supplemental Educational Opportunity Grant and Pell Grant Programs, or from outside agencies.</p> <p>Students who are eligible for other grants are required to apply. If the student does not apply, the College will not replace the amount she would have received. In addition, whenever possible, students should seek grants from local programs, from educational foundations, and from other private sources.</p>
Academic Requirements for Financial Aid	<p>Evaluations of all students' academic records are made at the end of each semester by the Academic Review Board. Eligibility for financial aid is reviewed on a yearly basis. Students must make satisfactory progress toward the degree and maintain a C average. No credit is associated with course incompleteness, course withdrawal, noncredit remedial courses or course repetition; therefore, these courses are not considered in progress toward the degree.</p> <p>Ordinarily, a full-time undergraduate student completes the requirements for the B.A. degree in eight semesters. A student may submit an appeal to the Academic Review Board for additional time. The Academic Review Board will consider special circumstances and may grant up to ten semesters for a full-time student or up to 14 semesters for a part-time student. A student may request financial aid for semesters beyond the usual eight if the Academic Review Board has approved the extension.</p>
Town Tuition Grants	<p>Wellesley College offers ten Town Tuition Grants to residents of the town of Wellesley who qualify for admission and who meet the</p>

town's residency requirements. These students may live at home or on campus. Those who choose to live on campus may apply to the College for additional financial aid, and their applications will be reviewed in relation to the same financial aid considerations presently applicable to all Wellesley students.

ROTC Scholarships

ROTC admission criteria conflict with the nondiscrimination policy of Wellesley College (see inside back cover). Students, however, may enroll in ROTC programs offered at MIT through the College's cross-registration program. Wellesley students may apply for scholarship aid from the Air Force and Army. Interested students should contact the appropriate service office at Building 20E, Massachusetts Institute of Technology, Cambridge, MA 02139, or call: Air Force, (617) 253-3755; Army, (617) 253-4471.

Financial Aid for Transfer Students

Financial aid funds are available to assist a limited number of transfer students. If funds are available, those students with demonstrated need will be eligible to receive aid for the number of semesters determined by the Registrar as necessary for degree completion. If a transfer student does not receive a grant upon admission to the College, she will not qualify for a grant while she is at Wellesley. It is possible, however, that she may receive work study or a student loan.

Financial Aid for International Students

A limited amount of financial aid is available for international students. If an international student enters without aid, she will not be eligible for it in future years.

Financial Aid for Davis Scholars

Financial aid is offered to students who are in the Elisabeth Kaiser Davis Degree Program. Davis Scholars receive work and loan as the first components of the aid package, with grant meeting remaining need. The cost of education will vary for Davis Scholars living off campus in accordance with the number of courses for which they are enrolled.

Wellesley Students' Aid Society

The Wellesley Students' Aid Society, Inc. is an organization of Wellesley College alumnae. In addition to providing funds for grants and long-term tuition loans, the organization also serves as a resource for short-term emergency loans and other student services.

Assistance for Families not Eligible for Aid

Wellesley has special concern for middle- and upper-income families who find it difficult to finance their daughter's education through current income. The services of the Office of Financial Aid are designed to assist all families, regardless of the need for aid.

If those families do not qualify for aid, the College will assist in several ways. Wellesley will help any student find a job, on or off campus. The College will furnish information and advice on

obtaining student and parent loans. Three payment programs are offered by the College: a Semester Plan, a Ten-Month Plan, and a Prepaid Tuition Stabilization Plan. A number of financing options are available. They are described under Payments Plans.

**For Further
Information**

Detailed information on all the material summarized here is described in Wellesley's brochure *Financing Your Education*. This brochure is sent to prospective students with the admission application. Each spring updated information is available on the payment and loan programs from the Office of the Bursar.

**Applying for
Financial Aid**

Applicants for admission who intend to apply for financial aid must file five forms: the Wellesley College Application for Financial Aid, the Financial Aid Profile of the College Scholarship Service (Profile), the Free Application for Federal Student Assistance (FAFSA), and signed copies of all pages and schedules of both the parents' and the student's most recent federal income tax returns. Additional documents are required if parents are separated/divorced or self-employed.

In reviewing resources from parents, the College considers information from both parents even if they are separated or divorced. Students entering Wellesley through the regular Board of Admission are expected to furnish parent information in their initial year and all remaining years. Students entering through the Davis Degree Program who satisfy federal guidelines for self-supporting students are exempt from this requirement.

Application Form

The Wellesley College Application for Financial Aid should be returned to the Director of Financial Aid, Box FA, Wellesley College, 106 Central Street, Wellesley, MA 02181-8292, by November 1 for Early Decision applicants, January 15 for Regular Decision applicants and fall semester Transfer applicants, and November 15 for spring semester Transfer applicants.

**FAFSA/CSS
Profile**

The FAFSA will be available from high school guidance offices for new students and from Wellesley College for returning students. Information about registration for the CSS Financial Aid Profile will be available from the guidance office for entering students and from Wellesley for returning students. Applicants should plan to register two weeks before the form is due to allow sufficient time for CSS to process the registration and for families to complete the Profile.

The Profile must be filed by February 1 for Regular Decision applicants and fall semester Transfer applicants, and by November 15 for spring semester Transfer applicants. Early Decision applicants must file the CSS Profile by November 15. All applicants, Regular Decision and Early Decision, should file for the FAFSA by February 1.

Graduate Fellowships

Wellesley College offers a number of fellowships for graduate study, which are open to graduating seniors and graduates of Wellesley. Two of these fellowships are open to women graduates of any American institution. Awards are usually made to applicants who plan full-time graduate study for the coming year. Preference in all cases, except for the Peggy Howard Fellowship, will be given to applicants who have not held one of these awards previously. Awards will be based on merit and need. Please note that these fellowships are for study at institutions other than Wellesley College.

For Wellesley College Graduating Seniors

Susan Rappaport Knafel '52 Traveling Fellowship awarded to a member of the graduating class who displays an interest in and an acceptance of others, and who displays the ethos of a Wellesley education. The fellowship will fund a year of travel abroad, with the requirement that the recipient not remain in the same area for more than two months.

Susan Rappaport Knafel '52 Scholarship for Foreign Study awarded to a member of the graduating class who displays a desire for learning and an ability to impart knowledge and judgment to others. The scholarship will fund a year of study in a foreign academy to pursue a specific subject that requires contact with foreign scholars, libraries, or other resources.

Trustee Scholarships are awarded on a competitive basis to graduating seniors who intend to pursue graduate studies. The title Trustee Scholar is honorary, and in cases of financial need, stipends may be awarded.

For Graduates of Wellesley College

Anne Louise Barrett Fellowship preferably in music and primarily for study or research in musical theory, composition, or the history of music; abroad or in the United States. Stipend: Up to \$3,000

Margaret Freeman Bowers Fellowship for the first year of study in the fields of social work, law, or public policy/public administration, including MBA candidates with plans for a career in the field of social services. Preference will be given to candidates demonstrating financial need. Stipend: Up to \$1,500

Professor Elizabeth F. Fisher Fellowship for research or further study in geology or geography, including urban, environmental or ecological studies. Preference given to geology and geography. Stipend: Up to \$1,000

Ruth Ingersoll Goldmark Fellowship for study in English literature, English composition, or the Classics. Stipend: Up to \$1,000

Horton-Hallowell Fellowship for graduate study in any field, preferably in the last two years of candidacy for the Ph.D. degree

or its equivalent, or for private research of equivalent standard. Stipend: Up to \$4,000

Peggy Howard Fellowship in Economics to provide financial aid for Wellesley students or alumnae continuing their study of economics. Administered by the economics faculty, who may name one or two recipients depending on the income available.

Thomas Jefferson Fellowship for advanced study in history. Stipend: Up to \$4,000

Edna V. Moffett Fellowship for a young alumna, preferably for the first year of graduate study in history. Stipend: Up to \$2,500

Alice Freeman Palmer Fellowship for study or research abroad or in the United States. The holder must be no more than 26 years of age at time of her appointment and unmarried throughout the whole of her tenure. Stipend: Up to \$4,000

Vida Dutton Scudder Fellowship for study in the field of social science, political science, or literature. Stipend: Up to \$2,000

Harriet A. Shaw Fellowship for study or research in music, art, or allied subjects, abroad or in the United States. Preference given to music candidates; undergraduate work in history of art required of other candidates. Stipend: Up to \$3,000

Mary Elvira Stevens Traveling Fellowship for a full year of travel and/or study outside the United States. Any scholarly, artistic, or cultural purpose may be considered. Candidates must be at least 25 years of age in the year of application. Stipend: up to \$20,000

Sarah Perry Wood Medical Fellowship for the study of medicine. Nonrenewable. Stipend: Up to \$24,000

Fanny Bullock Workman Fellowship for graduate study in any field. Stipend: Up to \$3,000

For Women Who Are Graduates of Any American Institution

Mary McEwen Schimke Scholarship, a supplemental award for the purpose of affording relief from household and child care expenses while pursuing graduate study. The award is made on the basis of scholarly expectation and identified need. The candidate must be over 30 years of age, currently engaged in graduate study in literature and/or history. Preference given to American Studies. Stipend: Up to \$1,000

M.A. Cartland Shackford Medical Fellowship for the study of medicine with a view to general practice, not psychiatry. Stipend: Up to \$3,500

Instructions for Applying for Fellowships Listed Above

See information on the Mary Elvira Stevens and the Peggy Howard Fellowships. Applications for the other fellowships may be obtained from the Secretary to the Committee on Graduate Fellowships, Center for Work and Service, Wellesley College, 106 Central Street, Wellesley, MA 02181-8200. Applications and supporting materials must be postmarked no later than December 16, 1996.

Application forms for the Peggy Howard Fellowship may be obtained from the Economics Department, Wellesley College, 106 Central Street, Wellesley, MA 02181-8260. Applications and supporting materials should be returned to the same address in early April.

Application forms for the Mary Elvira Stevens Fellowship may be obtained from the Alumnae Office, Wellesley College, 106 Central Street, Wellesley, MA 02181-8201. The applications and supporting materials should be returned to the same address by December 16, 1996.

The Academic Program

The Academic Program

The process of learning begins with the mind and motivation of the student herself. The most tempting array of courses and the most carefully planned requirements alone will not guarantee the growth of an educated mind. The academic experience is designed for the student who seeks a broad acquaintance with the many and diverse fields of human inquiry as well as the opportunity to explore her personal intellectual interests in depth. It provides for the acquisition of knowledge and of the skills appropriate to the liberal arts but above all it is responsive to the student who genuinely wishes to acquire the habit of learning. It seeks to stimulate the mind, refine the eye, and enlarge the capacity for free, independent, and discriminating choice.

On-line Course Information

Students may access Wellesley College course information and class schedules through the Internet via the Campus-Wide Information System: <http://www.wellesley.edu/>

The Curriculum

The curriculum at Wellesley is structured to provide strong guidance and to allow, at the same time, great personal choice. Central to the curriculum is the concept of diversity, the concept that the student should pursue a number of disciplines during her four years at the College. Accordingly, by the time the Bachelor of Arts degree is earned, she should be acquainted with the main fields of human interest, capable of integrating knowledge from various fields, and prepared for continuous scholarly and personal growth. In her major field, the student is expected to demonstrate maturity of thought, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis.

Requirements for Degree of Bachelor of Arts

Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials. Each candidate for the degree of Bachelor of Arts is required to complete 32 units of academic work with a C average or better. With some exceptions, described below, each semester course is assigned one unit of credit. Beginning in the fall of 1993, specific courses, designated by their departments and approved by the Committee on Curriculum and Instruction, are assigned 1.25 units of credit. To be eligible for 1.25 units of credit, a course must meet for 300 minutes or more per week and involve, in addition, substantial time spent on course-related work outside scheduled class meetings. Beginning in the fall of 1996, departments may request permission from the Committee on Curriculum and Instruction to offer courses for 0.5 units of credit. A student may earn no more than 2 units toward the degree as the result of the accumulation of fractional units through 1.25 unit courses taken at Wellesley; the

same 2-unit limit applies to the accumulation of fractional units through 0.5 unit courses. A unit of credit is equivalent to four semester-hours or six quarter-hours. The normal period of time in which to earn the degree is four years and a normal program of study includes from three to five courses a semester. The average course load is four courses per semester. First-year students are encouraged to carry a maximum of four courses each semester, but upperclass students may take five.

Courses are classified as Grades I, II, and III. Introductory courses are numbered 100–199 (Grade I); intermediate courses, 200–299 (Grade II); advanced courses, 300–399 (Grade III). Each student must include in her program at least four units of Grade III work, at least two of which shall be in the major. At least two units of Grade III work must be taken in a student's last two years. Directions for election of the major vary with the department. Please see departmental listings for specific major requirements.

**Distribution
Requirements
for Currently
Enrolled Students**

In order to provide students with as much flexibility as possible, Wellesley requires no specific courses except Writing 125. To ensure, however, that students gain insight and awareness in areas outside their own major fields, the College does require that they elect three semester courses (three full units) in each of three academic areas as part of the 32 units required for graduation. (Courses numbered 250/350, Research or Individual Study, or 360/370, Honors Research, do not satisfy this requirement.) Students who enter as first-year students must take two of the three units in each academic area at Wellesley. Transfer students and Davis Scholars who enter with eight units prior to Wellesley must take at least one of the three units in each group at Wellesley, and students entering with 16 prior units may take the distribution requirements at Wellesley or use their prior units. The three groups of academic disciplines are as follows:

**GROUP A
Literature,
Foreign
Languages,
Art, and Music**

Three units chosen from courses in Art, Chinese, English, French, German, Greek and Latin, Hebrew, Italian, Japanese, Music, Russian, Spanish, Theatre Studies, from courses designated as Group A in Africana Studies, Classical Civilization, and Women's Studies and from those extradepartmental courses that are designated as fulfilling the requirement in Group A.

**GROUP B
Social Science,
Religion,
Philosophy,
and Education**

In Group B a student must complete one unit from Group B¹, one unit from Group B², and a third unit from either B¹ or B².

Group B¹

One or two units chosen from courses in the Departments of History, Philosophy, Religion, and courses designated as B¹ in Africana Studies, Education, Classical Civilization, and Women's Studies.

Group B²

One or two units chosen from courses in the Departments of Anthropology, Economics, Political Science, Psychology, Sociology, and courses designated as Group B² in Africana Studies, Education, and Women's Studies.

GROUP C Science and Mathematics

Three units, at least one of which shall be a course with laboratory, chosen from courses offered in the Departments of Astronomy, Biological Sciences, Chemistry, Computer Science, Geology, Mathematics (except Math 103), Physics, and certain courses in Technology Studies designated as fulfilling the Group C requirement. Courses that include "with Laboratory" in the title fulfill the Group C laboratory requirement.

Distribution Requirements for Students Entering in Fall 1997

The distribution requirements will change for students entering Wellesley in the fall of 1997. This revised distribution scheme is organized about substantive and skill-based categories rather than academic departments. Although the number of distribution units required for the degree will remain unchanged at nine, the manner in which these requirements are fulfilled will change as described below.

Students must complete three units drawn from the following two distribution areas. At least one unit must come from each of these two areas:

Language and Literature

Language and Literature. Courses in this group focus on: (1) the history, critical analysis, theory, and/or creation of literature, and (2) increasing mastery of the grammar, usage, and cultural context of languages studied beyond the elementary level. Courses in creative writing also fulfill this requirement.

Visual Arts, Music, Theatre, Film and Video

Visual Arts, Music, Theatre, Film, and Video. Courses in this area focus on: (1) the history, critical analysis, and/or theory of the visual and performing arts, and (2) practice in the creation and performance of these arts.

Students must complete three units drawn from the following four distribution areas. One unit must come from the Social and Behavioral Analysis category; the two additional units must come from two of the three other categories:

Social and Behavioral Analysis

Social and Behavioral Analysis. Courses fulfilling this requirement introduce students to different theoretical and methodological approaches to the study of human societies and behaviors. These courses examine how individuals interact with and are influenced by social groups and institutions, including those associated with politics, economics, religion, family, health, education, and the

arts; how and why particular forms of social organization emerge within groups or societies; and the nature of social change and conflict.

Epistemology and Cognition

Epistemology and Cognition. Courses in this area examine the nature, sources, and limits of human knowledge. Some of these courses consider the standards for justifying knowledge about human beings and the world in which they live, as well as philosophical debates, both contemporary and historical, about the nature of such standards. Other courses explore aspects of intelligence—among them, language, memory, perception, and learning—and the cognitive, computational, and neural processes that underlie them.

Religion, Ethics, and Moral Philosophy

Religion, Ethics, and Moral Philosophy. Courses meeting this requirement engage students in disciplined reflection on human conduct, the nature of values, the traditions of thought that have informed these values, and the religious traditions of the world. These courses will help students understand moral and political theory, ethical issues, and the role of religion in human life and society.

Historical Studies

Historical Studies. Courses in this area develop students' understanding of history in one, or both, of two ways: (1) by illuminating the distinctiveness of one or another part of the past, with the goal of bringing students to an appreciation of political, social, economic, or cultural configurations different from their own; (2) by exploring the processes of historical change, through which one configuration of institutions, ideas, and behaviors is replaced by another.

Students must complete three units from the following two distribution areas. At least one unit must come from each of these two areas, and at least one unit must be a laboratory unit:

Natural and Physical Science

Natural and Physical Science. This requirement is designed to give students a basic knowledge of the capabilities and limitations of the scientific method of inquiry. Courses in this area focus on understanding scientific concepts and emphasize the methods used to gather, interpret, and evaluate scientific data.

Mathematical Modeling and Problem Solving in the Natural Sciences, Mathematics and Computer Science

Mathematical Modeling and Problem Solving in the Natural Sciences, Mathematics, and Computer Science. Courses in this group help students develop skills needed: (1) to formulate, understand, and analyze mathematical models of natural phenomena, and/or (2) to formulate and solve complex problems requiring a logical progression through multiple mathematical or computational steps.

Foreign Language Requirement	Before the beginning of the senior year, students must exhibit a degree of proficiency in the use of one foreign language, either ancient or modern. Many students fulfill this requirement by passing one of the language tests offered by the College Board. Wellesley requires a score of 610 or better on the SAT-II: Subject Test, or a score of at least 3 on the Advanced Placement Examination (AP) to fulfill the foreign language requirement. (A score of 3 on the AP exam does not give college credit, however.) This requirement can also be met by the completion of two units of language study at the second-year college level or one unit of language study above the second-year college level.
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Second-Year College Level Courses (beginning in 1992-93)

Chinese:	201 (1-2), 251 (1), 252 (2)
French:	201-202 (1-2) or 203-204 (1-2)
German:	201-202 (1-2) or 211-212 (1-2)
Greek:	201 (1), 202 (2) or Religion 298 (2)
Hebrew:	(see Religion Department), Hebrew 201-202 beginning in 1995-96
Italian:	201 (1), 202 (2)
Japanese:	201-202 (1-2)
Latin:	201 (1), 202 (2)
Russian:	201-202 (1-2)
Spanish:	201-202 (1-2)

Students may earn credit for introductory courses in no more than two modern foreign languages. Fulfillment of the foreign language requirement through work done at another institution must be approved by the appropriate department. Students interested in Arabic should refer to the section on the cooperative program with Brandeis on p. 71. A student whose native language is not English and who has studied that language and its literature through high school will be exempted from this requirement, subject to approval of the Class Dean and the Academic Review Board.

Writing Requirement	Each entering student is required to complete one semester of expository writing in her first year. Courses (numbered 125) are offered in the Writing Program. Transfer students and Davis Scholars who have not fulfilled a similar requirement must also complete one semester of expository writing, either a Writing 125 course or English 200. Students are expected to use acceptable standards of spoken and written English in their college work.
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Multicultural Requirement	All students entering Wellesley after the fall of 1990 must complete a course primarily concerned with: (1) the peoples, cultures, and societies of Africa, Asia, Middle East, Oceania, or Latin America and the Caribbean; or (2) the peoples, cultures, and societies of North America that trace their historical origins to these areas; or
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(3) Native American peoples, cultures, and societies. The course selected must treat the chosen people, culture, or society in either a comprehensive or a comparative way. The course also must, in its treatment of the chosen people, culture, or society, expose the student to its world view or values; explore its contemporary or historical experiences; or compare it with some aspect of another people, culture, or society. In all three cases, one of the principal goals of the course must be to allow the student to see the people, culture, or society through its own eyes.

The multicultural requirement may be satisfied with a course that also satisfies a distribution requirement. A list of appropriate courses begins on p. 284. Students who propose to satisfy the requirement with a course not designated as a multicultural course are invited to petition the Committee on Curriculum and Instruction.

Quantitative Reasoning Requirement for Students Entering in Fall 1997

The ability to think clearly and critically about quantitative topics is fundamental to effective citizenship in the modern world. In addition, mathematical reasoning is important in a wide range of disciplines. The College wants to ensure that mathematics does not serve as a barrier or disincentive to those students who might otherwise be interested in courses or careers that require basic quantitative reasoning skills. To this end, Wellesley has established a quantitative reasoning requirement that, effective with students entering in the fall of 1997, must be satisfied by all students.

The quantitative reasoning requirement consists of two parts: a basic skills component and an overlay course component. The basic skills component of the requirement is intended to help students gain the math skills they need for courses with a quantitative focus. These skills include some facility with arithmetic and basic algebra, reading and preparing graphs, as well as the ability to draw conclusions about the world based on quantitative information. To help identify those students in need of these skills, all entering students, including Davis Scholars and transfer students, will be required to take the Quantitative Reasoning Assessment. The Quantitative Reasoning Assessment is a math test that will help to identify areas where students need to strengthen their math skills. Students who do not pass the Quantitative Reasoning Assessment will be required to enroll in a 0.5 unit basic skills course focusing on mathematical topics in the context of real-world applications.

The second part of the quantitative reasoning requirement, the overlay course component, is designed to engage students in the analysis and interpretation of data in a scientific or social context and to provide an understanding of the statistics used in everyday life. This part of the quantitative reasoning requirement is satisfied by successfully completing a course designated as appropriate by the Committee on Curriculum and Instruction. This course may also be used to satisfy a distribution requirement.

The Major

Students may choose from among 31 departmental majors and 17 interdepartmental majors—American Studies, Architecture, Biological Chemistry, Chinese Studies, Classical Civilization, Classical and Near Eastern Archaeology, Cognitive Science, French Cultural Studies, German Studies, International Relations, Italian Culture, Japanese Studies, Jewish Studies, Language Studies, Medieval/Renaissance Studies, Psychobiology and Russian Area Studies—or they may design an individual major. Of the 32 units required for graduation, at least eight are to be elected in the major. Many departments require more than eight courses, and Directions for Election of the major vary. See departmental listings for specific requirements. While a student must complete one major, she may choose to complete two majors or a major and a minor. No single course may be counted toward two majors or toward both a major and a minor.

Students who are interested in an individual major should submit a plan of study to two faculty members from different departments. The plan should include four units in one department above the introductory level. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. Some students wish to center their studies upon an area, a period, or a subject that crosses conventional departmental lines. Examples of possible area studies include Africana Studies and Middle Eastern Studies; of periods, the Middle Ages or the Renaissance; of subjects, Comparative Literature or Environmental Science. A model for the way an individual major might be constructed is provided in the Theatre Studies listing under Courses of Instruction.

In the second semester of the sophomore year each student elects a major field and prepares for the Registrar a statement of the courses to be included in the major. Later revisions may be made with the approval of the chair of the major department, the director of the interdepartmental major, or in the case of the individual major, with the consent of the student's advisors and the Committee on Curriculum and Instruction.

Other Requirements

In order to ensure a broad exposure to the liberal arts curriculum and to avoid premature specialization, of the 32 units required for graduation, students must elect 18 units outside any one department. A student may earn no more than 2 units toward the degree as the result of the accumulation of fractional units through 1.25 unit courses taken at Wellesley. Of the last four semesters completed for the degree, a normal course load must be taken at Wellesley in two consecutive semesters.

In addition, all students must complete the physical education requirement described on p. 221 for which no academic credit is given.

Additional Academic Programs

Research or Individual Study

Each academic department provides the opportunity for qualified students to undertake a program of Individual Study directed by a member of the faculty. Under this program, an eligible student may undertake a research project or a program of reading in a particular field. The results of this work normally are presented in a final report or in a series of short essays. Students may do no more than two units of Individual Study in any one department, and those courses may not be used to satisfy distribution requirements. Further conditions for such work are described under the courses numbered 350 (or 250) in departmental listings. For further opportunities for research and individual study see Honors on p. 73.

The Minor

Some departments at Wellesley offer a minor. Normally, a minor consists of at least five courses, with one of them at the Grade III level. Directions for Election of the minor are included in the departmental listings. Interested students should consult the chair of the department. A minor form must be filed in the Office of the Registrar. No student is required to complete a minor.

Preparation for Law School

The prelaw student should develop three basic competencies: skill in analysis and reasoning, effective writing and speaking, and breadth of understanding of the diverse factors that make up the community in which the legal system functions (a list of courses in legal studies appears on p. 282). These competencies can be developed in any field in which the student chooses to major, whether in the social sciences, the humanities, or the natural sciences. Law schools do not specify particular major fields or particular courses of study for admission.

Preparation for Medical School

Medical, dental, and veterinary medical schools require special undergraduate preparation. Students should consult as early as possible with the Health Professions Advisory Committee to plan their academic preparation to meet their individual needs and interests. Appointments can be made with the Health Professions secretary in the Science Center.

In general, most health profession schools require two units of English and two units each of the following science courses (with lab): Introductory Biology, Introductory Chemistry, Organic Chemistry, and Physics. Many schools also require mathematics, in some cases two units of calculus, and additional science courses. Veterinary schools frequently require courses such as speech, technical writing, animal nutrition, genetics, biochemistry, etc. Requirements vary and catalogues of individual schools should be consulted.

All science requirements should be completed before taking the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT), which are taken approximately 16 months before entering medical or dental school. In order to receive the full support of the Health Professions Advisory Committee, undergraduate students should plan to complete at least six of the science and math course requirements at Wellesley and/or its exchange colleges.

Preparation for Engineering

Students interested in mathematics, physics, chemistry, or biology can apply these interests in a very practical way through engineering, an expanding field for women.

Engineering can be pursued at Wellesley through cross-registration with MIT. Wellesley students can prepare for graduate study in engineering by combining courses in engineering at MIT with their Wellesley science major. Students interested in an undergraduate engineering degree might try to qualify for the Double Degree Program. See p. 70.

Students interested in engineering should take mathematics and physics at Wellesley in their first year, in preparation for MIT courses. Information concerning possible fields, prerequisites, and contact persons at MIT is available through the Office of the Class Deans.

Academic Advising

At Wellesley, academic advising for the first-year and sophomore student is provided by the Class Deans and the faculty. The Class Dean is a central source of information about degree requirements, academic legislation, and resources available at the College to help students achieve their academic goals. She advises students about course selections and sequences, and she is available throughout a student's years at Wellesley for consultation about matters of more general intellectual and personal concern.

Advising teams made up of faculty from all three of the distribution areas in the liberal arts curriculum at Wellesley—the humanities, social sciences, and natural sciences—meet with first-year students as a group in the residence halls several times over the academic year, starting during Orientation. The faculty on the advising teams serve as mentors about the liberal arts experience, helping first-year students discuss their academic interests, goals, and experiences during their first year at Wellesley and introducing them to areas of the curriculum about which they may lack knowledge. In addition, each first-year student in the residence hall is paired with a faculty mentor from her team (based on her academic interests when it is possible) to ensure that she has an opportunity to explore her individual interests and concerns about the degree.

The advising of juniors and seniors is also shared by the faculty and the Class Deans. This arrangement provides for systematic and equitable supervision of each student's progress toward the B.A.

degree. In addition, it has the double benefit of specialized advice from faculty in the major field, and detailed examination of the student's overall program.

The Learning and Teaching Center

The Learning and Teaching Center, located in the Margaret Clapp Library, serves both students and faculty on the Wellesley campus. Through traditional and innovative programs, the Center helps Wellesley students build on academic strengths, overcome academic difficulties, and develop effective strategies for reading, writing, and thinking. Peer tutoring is provided by Department Tutors and APT Advisors, who are also available in the dormitories and community groups, to work individually with students on effective study strategies. Faculty participate in programs that allow them to explore different methods of teaching and reflect on and implement innovations. The Center embodies Wellesley's conviction that education is a dynamic interaction between student, teacher, and subject.

Academic Policies & Procedures

The academic policies and procedures of the College have been subject to continuous change and examination throughout the College's history, responding to changes in student life styles and innovations in the curriculum. The policies and procedures that govern most routine aspects of academic life are described below.

Academic Standards

Academic standards at Wellesley are high, and students take full responsibility for attending classes, submitting required work on time, and appearing for examinations. If students have difficulties with course work, become ill, or have other problems that interfere with their academic work, they should consult with their Class Deans for assistance in making special arrangements for their studies. Tutoring and programs in study skills are offered through the Learning and Teaching Center.

Students are expected to maintain at least a C average throughout their college career. At the end of each semester the records of those students who are not in good academic standing are examined by the Academic Review Board. The Board will recommend sources of help and may impose conditions for continuing at the College. The College tries to provide the appropriate support services to students in difficulty. Students who show consistent effort are rarely asked to leave the College.

Academic Review Board

The Academic Review Board is the principal body for overseeing each student's academic progress and for granting exceptions to degree requirements and academic policies. The Board researches and recommends changes in academic policy and is also respon-

sible for proposing an annual academic calendar. Dates of Academic Review Board meetings are posted in the Registrar's Office. Chaired by the Dean of Students, the Board is composed of the Class Deans, the Dean of Continuing Education, and seven elected faculty and student representatives. The student members of the Academic Review Board do not participate in discussions of individual students' standing, but they do contribute to discussions of academic policy and of student requests for exceptions to legislation. A student who wishes to submit a petition to the Academic Review Board should do so in consultation with her Class Dean. She should deliver her petition, in writing, at least one week before the petition is to be considered by the Board.

Credit for Advanced Placement Examinations

Students who have taken Advanced Placement Examinations and who make the scores specified by Wellesley College may receive up to eight units of credit toward the B.A. degree, provided they do not register in college for courses that cover substantially the same material as those for which they have received Advanced Placement credit. One unit of credit will be given for each AP examination to students who have received a grade of 4 or 5 with the following exceptions: one unit of credit will be given for a score of 3 and two units for a score of 4 or 5 on the Mathematics BC examination. For art history and studio art majors a score of 5 is required on the Art History examination for exemption from Art 100. No more than two units will be granted for credit in any one department. AP units may be used toward the distribution requirement within the limitations outlined on pp. 55–57 except that AP science units do not count toward the lab science requirement. Some departments restrict the use of AP toward distribution and the major; consult the department or see Directions for Election under the departmental listings. Note: the taking of a course deemed equivalent to one for which AP credit has been granted will nullify the AP credit.

Wellesley College may grant credit for the International Baccalaureate (Higher Level) and other 13th-year programs outside the U.S. (e.g., A-levels). For more information, contact the Registrar's Office.

Summer School and Transfer Course Credit After Matriculation

Students who wish to take courses during the summer or while on a leave of absence must get their courses approved for credit toward the Wellesley degree. An approval form, available in the Registrar's Office, must be completed for each course taken outside the Twelve College Exchange Program or outside an approved foreign study program. On this form the Registrar's Office will evaluate the course for the amount of credit, and the department chair for course content. Certain academic departments will not approve outside credit from 2-year colleges after a student has

matriculated. See departmental Directions for Election. Students are strongly advised to have their courses evaluated and approved prior to enrolling, otherwise credit is not guaranteed. (A course must be equivalent to four semester-hours or six quarter-hours in order to earn one full unit of Wellesley credit.) Credit will be granted only for liberal arts courses taken at an accredited institution. Courses must be taken for a letter grade, and credit will be given only for an approved course in which a grade of C or better is earned. Students must request that an official transcript be sent to the Wellesley College Registrar's Office. Transcripts should be received by October 1 for summer and previous year course work and by March 1 for fall semester work.

Approved courses may be used toward the distribution requirement within the limitations outlined on pp. 55–57. Students must earn the equivalent of three full Wellesley units (12 semester hours or 18 quarter-hours) in each distribution group. First-year students must fulfill the writing requirement by completing Writing 125.

Limitations on the Amount of Outside Credit Used Toward the Degree

Of the 32 units required for the B.A. degree, a student may earn a maximum of 16 units through a combination of the following: AP examinations (no more than eight); courses taken at another institution during the summer (no more than four); courses at another institution not taken during the summer (no more than eight); college and university credit earned prior to graduation from secondary school and not included in the units of secondary school work presented for admission (no more than two). All students, including transfer students and Davis Scholars who entered in January 1988 and thereafter, must complete 16 units at Wellesley. There are limits on the number of outside credits that can be used to fulfill the distribution requirement. See pp. 55–57.

Exemption from Required Studies

Students may be exempted from any of the studies required for the degree, except Writing 125, provided they can demonstrate to the department concerned a reasonable competence in the elements of the course. Exemption from any of the studies required does not affect the general requirement for completion of 32 units of credit. It does, however, make it possible for some students to select more advanced courses earlier in their college careers.

Such exemption may be achieved in one of two ways: a score of 4 (Honors) or 5 (High Honors) on the AP tests or passing a special exemption examination. Permission for the exemption examination must be obtained from the chair of the department concerned. In addition to the evidence offered by the examination, some departments may require the student to present a paper or an acceptable laboratory notebook.

Grading System

Wellesley uses the following letter grade system:

Grade A (4.00) is given to students who meet with conspicuous excellence every demand that can fairly be made by the course.

Grade A- (3.67)

Grade B+ (3.33)

Grade B (3.00) is given to those students who add to the minimum of satisfactory attainment excellence in not all, but some, of the following: organization, accuracy, originality, understanding, insight.

Grade B- (2.67)

Grade C+ (2.33)

Grade C (2.00) is given to those students who have attained a satisfactory familiarity with the content of a course and who have demonstrated ability to use this knowledge in a satisfactory manner.

Grade C- (1.67)

Grade D (1.00) is a passing grade. There is no grade of D+ or D-.

Grade F (0.00)

Students also have the option of electing courses on a credit/noncredit basis. At the beginning of the eighth week of a semester, students notify the Registrar and their instructor whether they plan to take a course for a letter grade or on the credit/noncredit basis. Credit (R) is given to students who have earned a grade of C or better in the work of the course, thereby indicating satisfactory familiarity with the content of the course. If credit is not earned (NR), the course does not appear on the student's permanent record except that the units are included in the total number of units attempted.

Students may take an unlimited number of courses on a credit/noncredit basis. In order to remain eligible for Academic Distinction at Commencement, however, a student may not exceed certain limits in the number of credit/noncredit courses she takes. Students who begin their degrees as first-year students at Wellesley may take no more than one-quarter of their Wellesley and MIT courses after the first year on a credit/noncredit basis. For students who begin their degrees somewhere other than at Wellesley (that is, for transfer students and Davis Scholars), the number of credit/noncredit courses is prorated in proportion to the number of Wellesley courses taken after the equivalent of the first year of college. Students can consult their Class Deans for further clarification.

Incomplete Work

If work for a course is not completed by the end of a semester, the instructor has the option of assigning a grade on the basis of the work completed or assigning a grade of Incomplete. The deadline

for the missing work will be determined by the instructor, but may be no later than the first day of classes of the succeeding semester. Final grades will be preceded by an "I" on the transcript. If the course work is not completed by the deadline, the instructor may submit a grade for the course, or the Registrar's Office will record a grade of permanent "INC." If a student is unable to complete course work due to illness or personal emergency she may petition the Academic Review Board through her Class Dean for an excused incomplete. If her petition is granted, the incomplete notation will be removed from the student's record once the work is completed.

Examinations

An examination period occurs at the end of each semester. Within this period, students may devise their own examination schedules for the majority of courses. Examinations are scheduled for some art, music, science, and foreign language courses that require audiovisual equipment. Special examinations are offered in September for admission to advanced courses without the stated prerequisites, and for exemption from required studies.

Transcripts and Grade Reports

Official transcripts may be ordered in writing from the Registrar's Office. The request for a transcript should include the name and address of the person to whom the transcript is to be sent, the name by which the person was known as a student at Wellesley, and the years of attendance at the College. There is a charge of \$3 for each transcript, and this fee should accompany the request. Transcripts may not be issued if the student has an outstanding bill. Grade reports are mailed to students at the end of each semester.

Registration for Courses

All returning students must register in April for the courses they select for the fall semester, and in November for the spring semester. Upon returning to college at the start of each semester, the student will be issued a schedule of her classes. All changes to this schedule must be recorded in the Registrar's Office by the end of the first week of classes. A student will not receive credit for a course unless she has registered for it, and a student who has registered for a course will remain registered unless she takes formal action to drop it. Each student is responsible for maintaining the accuracy of her registration by informing the Registrar's Office, in writing, of any changes made to it.

Any conflicts in scheduling must be reported to the Registrar's Office immediately. A student is not permitted to take a course if it conflicts with any other course on her schedule.

Adding or Dropping Courses

Add/Drop cards are available from the Registrar's Office during the first week of classes. A student may submit only one Add/Drop card, indicating on it any changes in her schedule. New courses

must be added by the end of the first week of classes. A course may be dropped at any time through the last day of classes. Permission is required from the department chair or the major advisor if a student wishes to drop a course that affects the major. If a course is dropped before the beginning of the eighth week of classes, it will not appear on a student's record. Students are advised to consult with their Class Dean when making any changes in their program.

Auditing Courses

A student who wishes to attend a class as a regular visitor must have the permission of the instructor. Auditors may not submit work to the instructor for criticism, and audited courses will not be considered for credit. An audited course does not appear on the transcript.

Acceleration

A few students complete all the requirements for the degree in less than the usual eight semesters. After one semester at Wellesley, students who wish to accelerate should consult their Class Deans and then write a letter to the Academic Review Board, petitioning to fulfill the requirements in less than the normal period of time.

The petition should include the month and year in which the degree requirements will be fulfilled, and all units that will be counted toward the degree.

An accelerating student must maintain at least a C average at all times.

Leave of Absence

Recognizing that many students benefit educationally if they interrupt the normal sequence of four continuous years at Wellesley, the College has established a policy for temporary leaves of absence. Leaves may be taken for as short a period as one semester or as long as two years, and for a variety of reasons that may include study at another institution, work, travel, or other activities that meet personal needs. Application for leave of absence may be made to the Class Dean or Dean of Continuing Education after a student has completed at least one semester at Wellesley. First-year students who have completed only one semester may remain on leave for a maximum of three semesters. A student who goes on leave of absence cannot remain in residence on campus more than 48 hours after the effective date of leave.

To obtain permission to spend the year at another institution as nonmatriculated students or guests, students submit a detailed plan to the Class Dean or advisor and, if a major has been chosen, to that department. The plan should list the course of study for the year and justify its relationship to the four-year program. Application for a leave of absence is due by April 15 for the fall semester and by December 1 for the spring semester. No more than eight units of credit taken during an academic year at another institution while a student is on leave may be counted toward the Wellesley degree.

Voluntary Withdrawal	Students who plan to withdraw must inform the Class Dean and sign an official withdrawal form. The official date of the withdrawal is the date agreed upon by the student and the Class Dean and written on the withdrawal card which is signed by the Class Dean. The withdrawal date is important in order to compute costs and refunds. (See Refund Policy p. 39.) Students who have officially withdrawn from the College cannot remain in residence on campus more than 48 hours after the effective date of withdrawal.
Required Withdrawal	The College reserves the right to require the withdrawal of any student whose academic work falls below its standards, who violates its rules and regulations or the rights of others, or whose continuing presence constitutes a risk to the health, safety, or general well-being of the College community or herself. In addition, the College may require the withdrawal of any student who fails to meet financial obligations to the College.
Readmission	A student who has withdrawn from the College and wishes to return should apply to the Office of the Class Deans for the appropriate forms. Readmission will be considered in the light of the reasons for withdrawal and reapplication, and in the case of resident students, available residence hall space. A nonrefundable fee of \$15 must accompany the application form for readmission.

Special Academic Programs

The traditional four-year curriculum offered at Wellesley is expanded by many special academic programs. Some are administered by the College and some are programs run by other institutions in which Wellesley students may participate. Students may participate in some while in residence at the College; others involve living at other colleges or abroad for a semester or a year.

First-Year INCIPIT Program	INTRODUCTION TO COLLABORATION: Interdisciplinary Problems and Intellectual Tools. This interdisciplinary program for first-year students in the Class of 2000 is a two-semester sequence of courses, one each semester. The program includes lectures, small discussions, labs, workshops, and field trips aimed to help students grapple with, interpret, and write about a complex and interdependent world.
First-Year Student Summer Enrichment Program	An academic program designed to facilitate the transition from secondary school to college is offered to approximately 30 members of the entering class who meet one or more program criteria. The month-long residential program includes noncredit courses in writing, quantitative methods, and study skills and also introduces students to dormitory life and the pleasures of the campus and its environment. The program is cost-free for participants.

Wintersession Wintersession is a four-week period in January when students may choose to remain on campus to pursue internships, noncredit courses, or a few courses offered for academic credit. Intensive elementary foreign language courses, such as Chinese, French, German, Italian, and Spanish, are typical offerings. Courses taken for credit during Wintersession are recorded on the transcript as part of the spring semester record, with “Wintersession” added to the title. Students taking Wintersession courses are subject to academic regulations as if they were taking the course during a regular semester.

Cross-Registration Program with the Massachusetts Institute of Technology Wellesley is engaged in a program of cross-registration for students at Wellesley and the Massachusetts Institute of Technology. The program allows students to elect courses at the other institution and extends the diversity of educational experiences available in the curricula and the environments of both.

A Wellesley student interested in electing specific courses at MIT should consult the Exchange Coordinator or her department advisor. Registration in MIT courses takes place each semester in both the Wellesley Registrar’s Office and in the Exchange Office at MIT. Students electing to take courses at MIT must register at both institutions during an extended add-drop period of one week each semester. A student will not receive credit for an MIT course unless she has registered properly for it at both MIT and Wellesley. First-year students in their first semester may not take courses at MIT. The amount of Wellesley credit is determined by the total number of hours listed for a course in the MIT catalog as follows:

<i>Total MIT Hours</i>	<i>Wellesley Units</i>
<6	no Wellesley credit
6 to 8.99	.50 units
9 to 14.99	1.00 unit
15 to 17.99	1.25 units
18 to 24	2.00 units

Wellesley Double Degree Program Wellesley offers a Double Degree Program that enables Wellesley students who are accepted to MIT as transfer students to earn a B.A. degree from Wellesley and an S.B. degree from MIT over the course of five years. Students fulfill degree and major requirements at both institutions. Interested Wellesley students apply for transfer admission to MIT during the spring semester of their sophomore year. They are encouraged to consider any of the 23 courses of study offered at MIT but are advised that access to a given department could at times be limited for transfer students. Wellesley applicants are subject to the same admissions criteria and financial aid policies used by MIT for all other college transfer applicants.

Accepted students do not enroll at MIT until they have completed their junior year at Wellesley. During this “bridge year”

students are assigned major advisors at both institutions so that they can plan a program which will advance their work toward both degrees. During the fourth and fifth years students enroll at MIT. Our existing Wellesley/MIT Exchange permits cross-registration throughout the five-year period; this enables students to integrate their two courses of study more completely.

Cooperative Programs with Babson College and Brandeis University

Wellesley has established a cooperative program with Babson College. All Babson courses must be approved individually for transfer credit and for the major by the relevant Wellesley department. Many Wellesley cross-registrants take financial accounting or other courses not available at Wellesley.

Wellesley's cooperative program with Brandeis University allows students to register in a limited number of departments at the other institution. Wellesley students are able to take courses at Brandeis in the following areas: Anthropology, Arabic, Biology, Chemistry, Classical and Oriental Studies, Economics, Philosophy, Political Science (Politics), Russian, Spanish, Women's Studies, Psychology and Linguistics, Near Eastern and Judaic Studies, Theatre Arts, and Legal Studies. Students need special permission to register for courses in departments other than those listed here. All Brandeis courses must be approved individually for transfer credit and for the major by the relevant Wellesley department. A collaborative program with Brandeis enables Wellesley students to obtain teacher certification in elementary education.

The Twelve College Exchange Program

Wellesley belongs to a consortium that includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, Wheaton, and Williams. Two one-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, and the Williams Mystic Seaport Program in American Maritime Studies. Students in good standing may apply through the Twelve College Exchange Office for a semester or full academic year in residence at any of the member institutions. The number of places is limited and admission is competitive. Preference is given to students planning to participate in their junior year.

Students must request that transcripts be sent to the Registrar's Office to receive credit for work done away from Wellesley. Transcripts should be received by October 1 for summer and previous year course work and by March 1 for fall semester work.

The Wellesley-Spelman Exchange Program

Wellesley maintains a student exchange program with Spelman College in Atlanta, Georgia, a distinguished Black liberal arts college for women. The program is open to students in their junior or senior year. Students apply through the Twelve College Exchange Office.

The Wellesley-Mills Exchange Program

Wellesley maintains an exchange program with Mills College, a small women's college in Oakland, California, which has a cross-registration program with the University of California at Berkeley. Students apply through the Office of the Exchange Coordinator.

Study Abroad

Students may apply for admission for their junior year to programs and universities overseas, not only in Europe but in almost all parts of the world. By studying at respected universities in other countries, students gain new insights into the cultural wealth of other nations and a new perspective on their studies. Limited scholarship money is available to students eligible for financial aid. The selection of recipients for awards is made early in the second semester of the sophomore year on the basis of academic qualifications and faculty recommendations. The amount of each individual award is determined according to need. Information about these awards may be obtained from the Office of International Studies.

The Office of International Studies helps students with individual plans for study abroad, for example, applications for direct enrollment as visiting students in British universities. Undergraduates with strong background in their majors may apply for places at both Cambridge University and Oxford University.

Wellesley College administers programs in Aix-en-Provence, France, and in Konstanz, Germany. The College is a member of consortia that offer programs in Italy, Japan, Mexico, and Spain. Wellesley also participates in additional exchange programs with Japan, the former Soviet Union, and the United Kingdom.

Students who are interested in spending the junior year abroad should consult their Class Dean and the Director of International Studies, preferably during the first year, to ensure completion of Wellesley eligibility requirements. No more than eight units of credit may be earned at another institution during a one-year leave of absence.

Students must request that transcripts be sent to the Registrar's Office in order to receive credit for study done abroad. Transcripts should be received by October 1 for course work of the previous year and by March 1 for the fall semester.

Summer Study Abroad

Students planning summer study in foreign countries should consult the Office of International Studies. While Wellesley supports summer study, there are only a limited number of programs from which transfer credit will be accepted.

Wellesley awards Stecher Summer Scholarships for study of art. First consideration is given to applicants whose summer studies are related to honors projects approved for the senior year.

Waddell Summer Scholarships provide opportunities for students wishing to study in Africa or the Caribbean.

Washington Summer Internship Program

Applications for the Waddell and Stecher Scholarships require the support of the student's major department and a statement from the Director of Financial Aid showing what funds are needed to supplement the student's financial resources.

The Mayling Soong Summer Scholarship for study, either within the U.S. or abroad, of an East Asian language is available for sophomores and juniors who qualify for financial aid. Applications are available through the Special Events Office.

In addition, there are several funds to support students doing short-term internships, volunteer work, or work in the ministry. These funds may be used overseas, excluding transportation.

The College sponsors a summer public service internship program in Washington, D.C. The internships are for ten weeks and come with paid housing in local university dormitories and with stipends to help cover other living costs. Selection of participants is made each fall and is based on academic background, faculty recommendations, work experience, extracurricular activities, a writing sample, and an interview.

The Washington program offers an opportunity for 16–18 juniors to work in government agencies, political organizations, public interest groups, and research and cultural centers. Recent placements have included the White House Communications Office, the State Department, the Senate Judiciary Committee, the Sierra Club, the National Women's Health Network, and the National Museum of Art. In addition to their full-time jobs, interns plan and participate in a weekly seminar program designed to broaden their understanding of government, politics, and public policy. Each intern is also assigned a mentor from the Washington Alumnae Club. For further information, contact the Department of Political Science.

Academic Distinctions

To give recognition for superior or advanced work, either upon graduation or during the student's career, the College confers a number of academic distinctions.

Honors

Students who have shown marked excellence and an unusual degree of independence in their work may participate in the Honors Program, based on their record in the major field. Current legislation requires a 3.5 average in all work above Grade I in the major field. Students with exceptional qualifications whose averages fall between 3.5 and 3.0 also may be recommended by their departments. Normally students apply to their departments in the spring of their junior year. Under this program, an eligible student may undertake independent research or special study that will be

supervised by a member of the faculty. In several departments, options for general examinations, special honors seminars, and opportunities to assist faculty in teaching introductory and intermediate level courses are available to honors candidates. The successful completion of the work and of an oral honors examination leads to the award of honors in the major field.

Other Academic Distinctions

The College names to First-Year Distinction those students who maintain high academic standing during the first year. Wellesley College Scholars and Durant Scholars are named at Commencement, based on academic records after the first year. Students with an honors average of 3.33 or higher graduate as Wellesley College Scholars *cum laude*; those with an average of 3.67 or higher are Durant Scholars *magna cum laude*; students with a 3.90 or higher average are Durant Scholars *summa cum laude*. For purposes of establishing honors, grade point averages are truncated to two decimal places. Students whose records contain more than three incompletes within the last 24 units or who have taken more than a stipulated number of credit/noncredit courses (see p. 66) shall not be eligible for these honors.

Juniors and seniors are elected to membership in the Eta of Massachusetts chapter of Phi Beta Kappa on the basis of their total academic achievement in college. Seniors who are majoring in the sciences may be elected to associate membership in the Wellesley chapter of Sigma Xi.

On recommendation of the faculty, the trustees award the title of Trustee Scholar to four seniors who intend to pursue graduate studies. The awards are made on a competitive basis; the title is honorary. In cases of financial need, stipends are awarded to the Scholars or, if not required by them, to alternates who need financial assistance. Applications and supporting credentials should be sent to the Secretary to the Committee on Graduate Fellowships by December 1.

Certain prizes have been established at the College for the recognition of excellence in a particular field. The selection of the recipient is made by the appropriate academic department; each award carries a small stipend or gift and usually bears the name of the donor or the person honored.

Honors Awarded 1996

In the Class of 1996, students who achieved the highest academic standing were named Durant Scholars. Seventeen of those were graduated *summa cum laude* and 114 were graduated *magna cum laude*. An additional 253 students won recognition as Wellesley College Scholars—*cum laude* for high academic achievement.

Courses of Instruction

A semester course that carries one unit of credit requires approximately eleven hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject from two periods each week in many courses in the humanities and social sciences to three, four, or five scheduled periods in certain courses in foreign languages, in art and music, and in the sciences. A semester course which carries 1.25 units of credit ordinarily includes at least 300 minutes per week of scheduled class time as well as significant work outside of class. Classes are scheduled from Monday morning through late Friday afternoon.

Prerequisites are given in terms of Wellesley courses, exemption examinations, AP scores, and “admission units.” Admission units refer to the secondary school credits acquired in various precollege courses.

Students with disabilities who need disability-related classroom or testing accommodations should meet with the Coordinator in the Learning and Teaching Center. The Coordinator of Services for Persons with Disabilities will arrange accommodations for students with physical disability needs.

Legend

Units of Credit	Unless stated otherwise, a course is equal to one unit of credit
(1)	Offered in first semester
(2)	Offered in second semester
(1)(2)	Offered in both semesters
(1-2)	Continued throughout the academic year. Unless specifically stated, no credit is awarded unless both semesters are completed satisfactorily
[]	Numbers in brackets designate courses listed only in earlier catalogs
(A)	Courses may be elected to fulfill the distribution requirement in Group A
(B ¹)	Courses may be elected to fulfill the distribution requirement in Group B ¹
(B ²)	Courses may be elected to fulfill the distribution requirement in Group B ²
(B ¹ or B ²)	Courses may be elected to fulfill the distribution requirement in Group B ¹ or B ²
(C)	Courses may be elected to fulfill in part the distribution requirement in Group C. Courses which fulfill the Group C laboratory requirement so indicate in the course title.
*	Courses with an asterisk require permission of the instructor
(MR)	Courses satisfy the Multicultural Requirement
^A	Absent on leave
A ¹	Absent on leave during the first semester
A ²	Absent on leave during the second semester

Africana Studies

Professor: *Martin, Cudjoe^A, Rollins (Chair)*

Assistant Professor: *Hilliard, Obeng*

Visiting Associate Professor: *Lovelace*

AFR 105 (1)(B²)(MR) Introduction to the Black Experience

This course serves as the introductory offering in Africana Studies. It explores in an interdisciplinary fashion salient aspects of the Black experience, both ancient and modern, at home and abroad. *Open to all students.*

Mr. Martin

AFR 150 (MR) First- and Second-Year Student Colloquia

NOT OFFERED IN 1996–97. The colloquia have no prerequisites, although some are open only to first-year students. Each course counts as one unit, and may be elected to satisfy in part one of the distribution requirements. Since class sizes are limited, students ordinarily may not enroll in more than one of these courses. They may, however, apply for more than one, indicating their preference. If a course is oversubscribed, the chair or instructor, in consultation with the class dean, will decide which applicants will be accepted.

Mr. Martin

AFR 200 (B¹)(MR) Africans in Antiquity

NOT OFFERED IN 1996–97. Highlights of the African experience in the pre-Christian era: African origins of humankind; African Egypt; Nubia, Kush, and Ethiopia; Egyptian/Ethiopian influences on the beginnings of Western civilization; Africans in Greece and Rome; Africans in the Bible; ancient Africans in the Americas. *Open to all students.*

Mr. Martin

AFR 201 (A)(MR) The African-American Literary Tradition

NOT OFFERED IN 1996–97. A survey of the Afro-American experience as depicted in literature from the 18th century through the present. Study of various forms of literary expression including the short story, autobiography, literary criticism, poetry, drama, and essays as they have been used as vehicles of expression for Black writers during and since the slave experience. *Open to all students.*

AFR 202 (2)(B¹)(MR) Introduction to African Philosophy

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative. *Open to all students.*

Mr. Menkiti

AFR 203 (2)(B²)(MR) Introduction to African-American Sociology

This course is an introduction to the African-American intellectual tradition within the discipline of sociology. Secondly, the course will examine aspects of the African-American community in the United States. Beginning with an historical overview of African Americans in sociology, the course then focuses on some of the major discussions in African-American sociology today: the black family, social change, class and race, and theory formation. This is the same course as Sociology 203. Students may register for either Africana Studies 203 or Sociology 203. Credit will be given in the department in which the student is registered. *Prerequisite: Sociology 102 or permission of the instructor.*

Ms. Rollins

AFR 204 (B²)(MR) Third World Urbanization

NOT OFFERED IN 1996–97. This course is an historical and comparative examination of urban development in Africa, the Middle East, Latin America and Asia. Beginning with the origins of cities in Mesopotamia, Northeastern Africa, India, China and Central America, the course then focuses on the socio-economic structure of pre-industrial cities and the later impact of colonialism, concluding with an examination of contemporary issues of Third World cities. This is the same course as Sociology 204. Students may register for either Africana Studies 204 or Sociology 204. Credit will be given in the department in which the student is registered. *Open to all students.*

Ms. Rollins

AFR 205 (B²)(MR) The Politics of Race Domination in South Africa

NOT OFFERED IN 1996–97. The politics of apartheid and racial domination in South Africa; its historical origins and present-day manifestations; the liberation struggle in South Africa; the apartheid system as a threat to international stability. South Africa also examined within the wider context of the region and world system. *Open to all students.*

AFR 206 (2)(B¹)(MR) Introduction to African-American History, 1500–Present

An introductory survey of the political, social, economic and cultural development of Afro-Americans from their African origins to the present. *Open to all students.*

Mr. Martin

AFR 207 (2)(B²)(MR) Images of Africana People through the Cinema

An investigation of the social, political and cultural aspects of development of Africana people through the viewing and analysis of films from Africa, Afro-America and the Caribbean. Attention will be given to aspects of people's lives during the colonial and postcolonial era in such films as *Sugar Cane Alley*, *God's Bits of Wood*, and *Corridor of Freedom*. *Open to all students.*

Mr. Obeng

AFR 208 (2)(B²)(MR) Women in the Civil Rights Movement

An examination of the role of women in the "classical" Civil Rights Movement (i.e., from the Montgomery Bus Boycotts in 1955 to the passage of the Voting Rights Act in 1965). Particular attention will be paid to the interplay between the social factors of the women (e.g., their class, religion, race, regional background and age) and their attitudes and behavior within the Movement. Essentially, women's impact on the Civil Rights Movement and the effects of the Movement on the women involved are the foci of this course. *Open to all students except those who have taken 311.*

Ms. Rollins

AFR 209 (2)(A) The Art of Playwriting

The writing of plays; frequent class discussion of student writing, with some reference to established examples of the genre. This is the same

course as English 209; credit will be given in the Department in which the student registers. *Open to all students; enrollment limited to 18.*

Mr. Lovelace

AFR 210 (A)(MR) Folk and Ritual Music of the Caribbean

NOT OFFERED IN 1996–97. An appreciative evaluation, discussion and analysis of the folk and ritual music of the Caribbean. An effort will be made to survey the musical component of the following Afro-Caribbean religions: Kumina, Rastafari, Shango, Candomble, Macumba, Umbanda, Winti, Vodun, Santeria, Lucumi, Quimboiseur. The concept of marginal retentions and basic issues in the study of African retentions in the Americas will be explored. Using field recordings, long-playing records and documentary films, the student will be exposed to the aesthetics and ethos of the peoples of African descent living in the Caribbean. *Open to all students.*

Mr. Fleurant

AFR 211 (A)(MR) Introduction to African Literature

NOT OFFERED IN 1996–97. The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as Ngugi Wa Thiongo, Camara Laye, Wole Soyinka, Mirama Ba, Nawal El Saadawi and Buchi Emecheta will also be considered. The influence of oral tradition on these writers' styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed as time allows. *Open to all students.*

The Staff

AFR 212 (A)(MR) Black Women Writers

NOT OFFERED IN 1996–97. The Black woman writer's efforts to shape images of herself as Black, as woman and as artist. The problem of literary authority for the Black woman writer, criteria for a Black woman's literary tradition and the relation of Black feminism or "womanism" to the articulation of a distinctively Black and female literary aesthetic. *Open to all students.*

AFR 213 (B²)(MR) Economy and Society in Africa

NOT OFFERED IN 1996–97. This introductory course is concerned with human beings and the social systems by which they organize their

activities to satisfy their needs (e.g., food, shelter, clothing) and non-material wants (e.g., education, knowledge, and spiritual fulfillment). This course considers perspectives on the interaction of economic and other variables in African societies. *Open to all students.*

AFR 214 (B²)(MR) The Supreme Court and Racial Equality

NOT OFFERED IN 1996–97. An analysis of the Supreme Court and its impact on the lives and experiences of Black Americans. Particular concern will focus on the Court's role as protector-creator of fundamental rights and privileges for Black Americans. *Open to sophomores, juniors, and seniors without prerequisite and to first-year students by permission of the instructor.*

AFR 215 (B²)(MR) Introduction to Afro-American Politics

NOT OFFERED IN 1996–97. An introductory examination of the efforts by Blacks in the United States to realize various degrees of political effectiveness within the context of U.S. politics. Particular attention will be focused on the special difficulties presented by the phenomena of race and racism as Blacks have sought to enjoy full citizenship status in the U.S. Some comparisons with other groups in the American political system offered and considerable emphasis on conflicting theories of participation. *Open to all students.*

AFR 216 (1)(B¹)(MR) History of the West Indies

Survey of political, economic, and sociological factors shaping West Indian society. Topics covered include Africans in the New World before Columbus, genocide against the indigenous peoples, slavery and slave revolts, immigration and emigration, the West Indies and Africa, the West Indies and Afro-America, the struggle for majority rule, the spread of United States influence, independence and its problems. *Open to all students.*

Mr. Martin

AFR 217 (1)(B²)(MR) The Black Family

An overview of the African-American family in economic, sociological, psychological, economic, anthropological and historical perspectives. Examination of the complex interplay of self-definitions, societal and community definitions among African-American women, men and children within the context of their families.

Exploration of changing sex roles among African-American women and men will be discussed also. *Open to all students.*

The Staff

AFR 219 (1)(B²)(MR) Economic Issues in the African-American Community

This course provides a historical overview of the economic issues that have faced the African-American community and that continue to do so. It will examine different employment trends for African-American men and women, and for African-Americans from different educational and socioeconomic backgrounds. It will also cover minority business development, home and property ownership, and access to and accumulation of capital. Various public policy initiatives that have influenced economic outcomes will also be examined. *Open to all students.*

The Staff

AFR 220 (B²)(MR) History of African-American Economic Thought

NOT OFFERED IN 1996–97. Since W.E.B. DuBois, black scholars have grappled with the economic issues facing the African-American community. This course examines the ways in which different African-American scholars have explored economic issues and the debates that have ensued: from Booker T. Washington and W.E.B. DuBois to more recent controversies spawned by black neo-conservatives. The class will explore different traditions in African-American economic thought as well as discuss economic scholars whose ideas have been underappreciated or forgotten.

The Staff

AFR 221 (2)(B²)(MR) Public Policy and Afro-American Interests

This course examines the effects of civil rights legislation and court decisions, the social welfare system, and the criminal justice system on the lives of African Americans. Local economic development issues that have been undertaken in many cities will also be investigated. The course uses case studies to further discussion of these issues. *Open to all students.*

The Staff

AFR 222 (B¹)(MR) Images of Blacks and Women in American Cinema

NOT OFFERED IN 1996–97. A study of the creation of images and their power to influence the reality of race and sex in the American expe-

rience. Viewing and analysis of American cinema as an artistic genre and as a vehicle through which cultural and social history is depicted. *Open to all students.*

Mr. Obeng

AFR 223 (2)(B²)(MR) Caribbean and African Development Issues

This course focuses on economic development issues facing nations in Africa and in the Caribbean. It will discuss various theories of development and their structural adjustment policies in these regions, with special attention to the impact of structural adjustment policies in these regions and the role of international agencies in the economic development process. The role of women in development is also a major theme. *Open to all students.*

The Staff

AFR 225 (2)(B²)(MR) Introduction to Black Psychology

Issues and perspectives in the study of the psychological development of Black people in America, past and present. Special consideration to such issues as: The Afrocentric and Eurocentric ethos, the nature of Black personality as affected by slavery and racism, psychological assessment, treatment and counseling techniques, and the relationships between psychological research and social policy in American research. *Open to all students.*

Ms. Fields

AFR 229 (B¹ or B²)(MR) Color, Race and Class in Latin American Development

NOT OFFERED IN 1996–97. An examination of the identifiable African and Native American populations in Cuba, Nicaragua, and Brazil. This course addresses historical and contemporary roles of these populations in the socio-economic transformation of their societies and their involvement in the political process. The course also examines the degree to which shades of difference within racial groups, as well as differences between races, influence social stratification in socialist and capitalist societies. Self-help strategies designed by African and Native American people and their responses to specific state policies will also be examined.

AFR 230 (2)(B²)(MR) The Black Woman in America

Exploration of the characteristics, lifestyles, and reflective thought of Black women in the western

hemisphere from a multidisciplinary perspective. There will be readings from essays, novels, sociological studies, psychological studies, historical works, poetry and fiction about the lives of Black women. *Open to all students.*

The Staff

AFR 234 (1)(A)(MR) Introduction to West Indian Literature

Survey of contemporary prose and poetry from the English-speaking West Indies. Special attention paid to the development of this literary tradition in a historical-cultural context and in light of the perspectives recent literary theories offer. Authors to include: V.S. Naipul, Derek Walcott, Wilson Harris, Jean Rhys, and others. *Open to all students.*

Mr. Lovelace

AFR 245 (B²)(MR) Caribbean and African Comparative Politics

NOT OFFERED IN 1996–97. Examination of the similarities and differences found in the political economies of Africa and the Caribbean. Emphasis on their entry into the world system and the development of commodity production, classes and patterns of trade. Structure of government and participation in regional organizations are also covered. Case studies include Zimbabwe, Ethiopia, Namibia, Ghana, Jamaica, Cuba and Grenada. *Open to all students.*

AFR 251 (1)(B¹)(MR) Religion in Africa—An Introduction

Through the viewing of documentary films, lectures, and discussions we will examine religions and societies in Africa. Using the discipline of anthropology of religion, the course surveys African experience and expression of religion among societies such as the Akan of Ghana, Yoruba of Nigeria, Nuer of the Sudan and the Zulu of South Africa. We will examine how gender, age, status, and other factors influence the African use of art, dance and music, ritual myth and ceremonial horns in communicating, elaborating on the cosmos, and to organize their lives. Special attention will be paid to how during the encounters between African religions, Islam and Christianity, African deities and cultural media are sources of power and self-definition. *Open to all students.*

Mr. Obeng

AFR 266 (A)(MR) Black Drama

NOT OFFERED IN 1996–97. This course will examine 20th-century Black drama, with a spe-

cial emphasis on the period of its efflorescence during the Black Arts Movement of the 60s and 70s. We will also explore the Black theatre as a medium of aesthetic expression and communal ritual as well as an instrument of political consciousness and social change. Playwrights will include Douglass Turner Ward, Alice Childress, Ossie Davis, Lorraine Hansberry, James Baldwin, Ed Bullins, Adrienne Kennedy, LeRoi Jones (Amiri Baraka), Ntozake Shange, and others. *Open to all students.*

AFR 304 (B¹)(MR) Comparative Historical Redress in Modern Society

NOT OFFERED IN 1996–97. This course examines state response to contemporary social problems associated with conflict and injustice rooted in history. Using comparative policy case studies from India, Australia, Nigeria, France and Sudan, students will generate theories, construct sets of policy guidelines and categorize conditions influencing the success or failure of historical redress in modern society. Students then will apply their models and theories to vexing policy choices made by the United States government, including 1) affirmative action as a specific form of historical redress relevant to racial and gender discrimination, 2) monetary reparation as redress to internment during World War II and 3) land redistribution as an attempt to redress land usurpation and genocide.

AFR 305 (1)(B²)(MR) African-American Feminism

This course is a survey of African-American feminist thought from the early 19th century to the present. Through an examination of the writings of African-American women from Maria Stewart, Frances Ellen Harper and Anna Julia Cooper to Audre Lorde, Bell Hooks and Angela Davis, the course will explore African-American feminist ideas on women's work, family, the relationship between feminism and black nationalism, and the African-American conceptualization of womanhood. *Prerequisite: 230 or Women's Studies 120 or by permission of the instructor.*

Ms. Rollins

AFR 306 (B²)(MR) Urban Development and the Underclass: Comparative Case Studies

NOT OFFERED IN 1996–97. Throughout the African diaspora, economic change has resulted in the migration of large numbers of people to urban centers. This course explores the causes and consequences of urban growth and development, with a special focus on the most disadvantaged in cities. The course will draw on

examples from the United States, the Caribbean, South America, and Africa. *Prerequisite: one 200-level Group B unit or by permission of the instructor.*

AFR 310 (1)(A)(MR) Seminar. Black Literature

Topic for 1996–97: Blackness and the American Literary Imagination. An examination of the manner in which blackness has been represented in the American (and Caribbean) literary imagination. Authors examined include Melville, C.L.R. James, Wilson Harris, Toni Morrison, Maryse Conde and Harriet Beecher Stowe. *Prerequisite: permission of the instructor for first-year students.*

Mr. Lovelace

AFR 315 (B²)(MR) Seminar. The Psychology of Race Relations

NOT OFFERED IN 1996–97. Examination of the psychology of prejudice and racism as they exist in American society. Exploration of the causes, development, expressions and consequences of prejudice and racism through experiential exercises, readings, group projects and discussions. Students will be encouraged to gain personal insight into the nature of prejudice-acquisition as well as to understand the theoretical complexity of its nature. 225 is strongly recommended.

AFR 318 (B²)(MR) Seminar. Women and the African Quest for Modernization and Liberation

NOT OFFERED IN 1996–97. Comparative analysis of the role of women in development with emphasis on the struggle within struggle—the movement to achieve political and economic progress for Africa and its people and the struggle within that movement to address problems and issues that directly affect women. Exploration of women's participation in political movements and ways to improve the status of women.

AFR 319 (2)(B¹)(MR) Pan-Africanism

The historical efforts of African peoples all over the world to unite for their mutual advancement. Such topics as 19th-century emigrationist movements to Liberia and elsewhere, the role of African-American churches in African nationalism, the Pan-African Congresses of W.E.B. DuBois, the Garvey Movement, the Communist International and Pan-Africanism, Pan-Africanism in the 1960s, Pan-Africanism on the African continent. Open to juniors and seniors

with a strong background in Africana Studies and by special permission to sophomores. Instructor's signature required.

Mr. Martin

AFR 335 (2)(A)(MR) Women Writers of the English-Speaking Caribbean

An examination of the women writers of the English-speaking Caribbean, their contexts and contributions to West Indian literature. Special attention shall be given to their contributions to contemporary feminist discourses. Readings include the writings of Rhys, Guy, Kincaid, Hodge, Nunez-Harrel, Allfrey, Shinebourne, Goodison and critical essays by these and other writers. This course will emphasize research techniques and independent projects. *Prerequisite: same as 319. Not open to students who have taken 235.*

Mr. Lovelace

AFR 340 (B¹)(MR) Seminar. Topics in African-American History

NOT OFFERED IN 1996-97. *Open to juniors and seniors with a strong background in Africana Studies and by permission of the instructor to sophomores.*

Mr. Martin

AFR 350 (1)(2) Research or Individual Study
Open by permission to juniors and seniors.

AFR 360 (1)(2) Senior Thesis Research
By permission of department. See p. 73, Honors.

AFR 370 (1)(2) Senior Thesis
Prerequisite: 360.

Cross-Listed Courses

The following courses are offered as related work by other departments where they are described. Courses from this list may be counted toward the major, provided that a minimum of six courses is elected from the Africana Studies departmental offerings.

ARTH 211 (1)(A)(MR)

African Art

ARTH 241 (A)(MR)

Egyptian Art. *Not offered in 1996-97.*

ARTH 262 (2)(A)(MR)

Introduction to African-American Art

ARTH 362 (1)(A)(MR)

Seminar. African Images Across the Atlantic

ARTH 392 (A)

American Folk Art. *Not offered in 1996-97.*

ENG 203-02 (1)(A)

Short Narrative

HIST 263 (B¹)

South Africa in Historical Perspective. *Not offered in 1996-97.*

HIST 264 (2)(B¹)(MR)

History of Precolonial Africa

HIST 265 (2)(B¹)(MR)

History of Modern Africa. *Not offered in 1996-97.*

HIST 266 (B¹)

The Struggle over North Africa, 1800-Present. *Not offered in 1996-97.*

HIST 342 (B¹)

Seminar. Women, Work and the Family in African History. *Not offered in 1996-97.*

POL2 209 (B²)

African Politics. *Not offered in 1996-97.*

Directions for Election

The requirements for the major are consistent with the concept of Africana Studies as a multi-disciplinary field of study. The requirements are designed to provide a wide range of knowledge and analytical ability as well as a firm foundation in an area of specialization, such as sociology, history, political science, economics, or literature.

A major in Africana Studies requires eight (8) courses. It is suggested that two courses be elected in each of the three general areas of Black history, humanities, and the social sciences as multi-disciplinary training. As the basic introduction to the discipline of Africana Studies, 105 is strongly recommended of all majors. Courses taken at another institution to fulfill any departmental requirements must be approved by the department.

A minimum of six courses must be elected from Africana Studies department courses. The others may be elected, after consultation with your advisor, from related courses taught in other departments or from courses taken on exchange.

A minor in Africana Studies consists of five (5) courses. 105 is strongly recommended. At least three should be above the 100 level, and at least one must be at the 300 level. In keeping with the interdisciplinary nature of the department, it is recommended that at least one course must be taken from among those courses in the department that satisfy the distribution requirement in Groups A and B.

American Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Silbey*

The American Studies major seeks to understand the American experience through a flexible yet integrated program of study.

For students who have declared the major by June 1, 1991, the requirements for the major are as follows: eight courses are required for a minimum major, including two Grade III level courses. To ensure sufficient concentration in a single American field, at least four courses above the Grade I level must be elected in one department; and at least one of these must be a Grade III course. Majors must also complete American Studies 317 or 318, the required integrative seminar; it is recommended that majors elect this course in their junior or senior year.

For students declaring the major after June 1, 1991 and before June 1, 1993, and for all students of the class of 1994, the requirements for the major are as follows: nine courses are required for a minimum major, including two Grade III level courses plus American Studies 317 or 318, the required integrative seminar. At least two of these nine courses must be taken in group A, and at least two must be taken in group B. To ensure sufficient concentration in a single American field, at least four courses above the Grade I level must be elected in one department; and at least one of these must be a Grade III course. It is recommended that majors elect the integrative seminar in their junior or senior year. Students without a good grounding in American history are urged to consider taking History 203 and/or 204.

For students declaring the major after June 1, 1993, the requirements are the same as those stated in the previous paragraph, with the additional requirement that the program for the major must include American Studies 101: Introduction to American Studies.

Within this structure students are encouraged to explore the diversity of American culture, and the many ways to interpret it. Most courses at the College that are primarily American in content may be applied to the American Studies major.

AMST 101 (1)(A) Introduction to American Studies

A broad introduction into the American character and culture, designed to acquaint students briefly with consequential primary and secondary texts. We will read numerous short selections by authors from de Tocqueville, Jefferson, and Emerson to Alger, Chandler, and E.L. Doctorow. We will also read one or two novels (such as *My Antonia* and *The Great Gatsby*) and see one or two films (such as *Shane* and *Risky Business*). *Open to all students. Required of American Studies majors.*

Mr. Cooper (English)

AMST 317 (1)(A) Seminar. Advanced Topics in American Studies

Topic for 1996–97: Study of nineteenth-century women novelists and their relationship to the rise of the women's movement and the campaign for women's rights. Authors to be studied include: Harriet Beecher Stowe, Susan Warner, Louisa May Alcott, Maria Cummins, and Willa Cather. *Open to all students. Preference given to American Studies Majors.*

Mr. Cain (English)

AMST 318 (2)(B²) Seminar. Advanced Topics in American Studies

Topic for 1996–97: Race, Class, and Colonialism in America. During the nineteenth and twentieth centuries, the United States engaged in both territorial and overseas colonialism, processes shaped by distinctively American contours of race and class. This course examines American colonialism in the light of changing ideas about race and class and American political and legal systems, using the colonization of Hawai'i as a case study. Topics to be considered include an analysis of the impacts of slavery, conquest of the Native Americans, and immigration of Asians to California. The case study of Hawai'i examines early contacts between Hawaiians and New England traders, whalers, and missionaries, processes of land alienation, the introduction of Western law and government, the emergence of the sugar plantation economy, the U.S. takeover of the islands, and the contemporary Hawaiian cultural renaissance and sovereignty movement. *Open to all students. Preference given to American Studies Majors.*

Ms Merry (Anthropology)

AMST 350 (1)(2) Research or Individual Study
Open by permission to juniors and seniors.

AMST 360 (1)(2) Senior Thesis Research
By permission of director. See p. 73, Honors.

AMST 370 (1)(2) Senior Thesis
Prerequisite: 360.

The following is a list of courses available that may be included in an American Studies major. If a student has a question about whether a course not listed here can count toward the major, or if she would like permission to focus her concentration on a topic (e.g., law) studied in more than one department, she should consult the Director.

AFR 150 (MR)
First-Year Student Sophomore Colloquia. *Not offered in 1996–97.*

AFR 201 (1)(A)(MR)
The African-American Literary Tradition

AFR 203 (1)(B²)(MR)
Introduction to African-American Sociology

AFR 206 (2)(B¹)(MR)
Introduction to African-American History, 1500–Present

AFR 208 (2)(B²)(MR)
Women in the Civil Rights Movement

AFR 212 (A)(MR)
Black Women Writers. *Not offered in 1996–97.*

AFR 214 (B²)(MR)
The Supreme Court and Racial Equality. *Not offered in 1996–97.*

AFR 215 (B²)(MR)
Introduction to Afro-American Politics. *Not offered in 1996–97.*

AFR 217 (1)(B²)(MR)
The Black Family

AFR 221 (2)(B²)(MR)
Public Policy and Afro-American Interests

AFR 222 (B¹)(MR)
Images of Blacks and Women in American Cinema. *Not offered in 1996–97.*

AFR 225 (2)(B²)(MR)
Introduction to Black Psychology

AFR 230 (2)(B²)(MR)
The Black Woman in America

- AFR 266 (A)(MR)**
Black Drama. *Not offered in 1996–97.*
- AFR 305 (1)(B²)(MR)**
African-American Feminism
- AFR 310 (2)(A)(MR)**
Seminar. Black Literature. Topic for 1996–97: Blackness and the Literary Imagination
- AFR 315 (2)(B²)(MR)**
Seminar. The Psychology of Race Relations
- AFR 335 (2)(A)(MR)**
Women Writers of the English-Speaking Caribbean
- AFR 340 (2)(B¹)(MR)**
Seminar. Topics in African-American History. *Not offered in 1996–97.*
- ANTH 210 (B²)(MR)**
Racism and Ethnic Conflict in the United States and the Third World. *Not offered in 1996–97.*
- ANTH 234 (1)(B²)(MR)**
Urban Poverty: Contemporary Approaches to Inequality and Insurrection
- ANTH 342 (1)(B²)**
Seminar. Native American Ethnology. *Not offered in 1996–97.*
- ARTH 231 (A)**
Architects and Buildings of 19th-Century North America. *Not offered in 1996–97.*
- ARTH 232 (2)(A)**
American Painting from Colonial Times to World War II
- ARTH 260 (2)(A)(MR)**
North American Indian Art
- ARTH 262 (2)(A)(MR)**
Introduction to African-American Art
- ARTH 320 (2)(A)**
Seminar. American Architecture. Topic for 1996–97: America and Frank Lloyd Wright.
- ARTH 338 (2)(A)(MR)**
Seminar in Latin American Art. Topic for 1996–97: Mesoamerican Art and Architecture.
- ARTH 340 (2)(A)**
Topics in American Art
- ECON 204 (2)(B²)**
U.S. Economic History
- ECON 234 (B²)**
Government Policy: Its Effect on the Marketplace. *Not offered in 1996–97.*
- ECON 243 (B²)**
Race and Gender in U.S. Economic History. *Not offered in 1996–97.*
- EDUC 212 (1)(B¹)**
History of American Education
- EDUC 214 (2)(B¹ or B²)**
Youth, Culture and Student Activism in Twentieth-Century America. *Not offered in 1996–97.*
- EDUC 216 (2)(B²)**
Education, Society, and Social Policy. *Not offered in 1996–97.*
- EDUC 312 (1)(B¹)**
Seminar. History of Child Rearing and the Family
- ENG 261 (1)(A)**
The Beginnings of American Literature
- ENG 262 (2)(A)**
The American Renaissance
- ENG 266 (1)(2)(A)**
Early Modern American Literature
- ENG 267 (1)(2)(A)**
Late Modern and Contemporary American Literature
- ENG 363 (1)(A)**
Advanced Studies in American Literature. Topic for 1996–97: Edith Wharton and F. Scott Fitzgerald
- ENG 364 (1)(2)(A)(MR)**
Race and Ethnicity in American Literature
- EXTD 232 (2)(A)**
New Literatures: Lesbian and Gay Fiction in America
- HIST 203 (1)(B¹)**
History of the United States, 1607–1877
- HIST 204 (2)(B¹)**
History of the United States, 1877–1968
- HIST 250 (B¹)**
Race and Ethnicity in Early America. *Not offered in 1996–97.*
- HIST 251 (1)(B¹)**
Nationhood and Nationalism: America, 1750–1850
- HIST 257 (2)(B¹)**
History of Women and Gender
- HIST 258 (2)(B¹)**
Freedom and Dissent in American History

- HIST 291 (1)(B¹)**
1968: The Pivotal Year
- HIST 292 (B¹)**
Sectionalism, The Civil War, and Reconstruction. *Not offered in 1996–97.*
- HIST 293 (B¹)**
American Intellectual and Cultural History. *Not offered in 1996–97.*
- HIST (2)(B¹)**
Immigration in America
- HIST 340 (B¹)**
Seminar. Interdisciplinary History. *Not offered in 1996–97.*
- HIST 345 (B¹)**
Seminar. The American South. *Not offered in 1996–97.*
- HIST 346 (B¹)(MR)**
China and America. The Evolution of a Troubled Relationship. *Not offered in 1996–97.*
- HIST 351 (B¹)**
Seminar. Asian Settlement in North America, 1840 to the Present. *Not offered in 1996–97.*
- HIST 354 (2)(B¹)**
Seminar. Family History. Topic for 1996–97: The Family in the United States
- MUS 209 (1)(A)(MR)**
A History of Jazz
- MUS 225/335 (1)(A)(MR)**
Topics in Ethnomusicology: Africa and the Caribbean
- MUS 300 (1-A)(A)**
Major Seminar: Studies in History, Theory, Analysis, Special Topics. Topic A: Contemporary American Opera
- PHIL 222 (2)(B¹)**
American Philosophy
- POL1 200 (1)(2)(B²)**
American Politics
- POL1 210 (B²)**
Political Participation and Influence. *Not offered in 1996–97.*
- POL1 212 (1)(B²)**
Urban Politics
- POL1 215 (2)(B²)**
Courts, Law, and Politics
- POL1 311 (1)(B²)**
The Supreme Court in American Politics
- POL1 312 (B²)**
The Criminal Justice System. *Not offered in 1996–97.*
- POL1 313 (2)(B²)**
American Presidential Politics
- POL1 314 (1)(B²)**
Congress and the Legislative Process
- POL1 315 (1)(B²)**
Public Policy Analysis
- POL1 316 (2)(B²)**
Mass Media in American Democracy
- POL1 317 (B²)**
The Politics of Health Care. *Not offered in 1996–97.*
- POL1 318 (1)(B²)**
Seminar. Conservatism and Liberalism in Contemporary American Politics
- POL1 319 (1)(B²)**
Seminar. Campaigns and Elections
- POL1 320 (B²)**
Seminar. Inequality and the Law. *Not offered in 1996–97.*
- POL3 321 (1)(2)(B²)**
The United States in World Politics
- POL1 333 (B²)**
Seminar. Ethics and Politics. *Not offered in 1996–97.*
- POL1 334 (B²)**
Seminar. Presidential-Congressional Relations. *Not offered in 1996–97.*
- POL1 335 (2)(B²)**
Seminar. The First Amendment
- POL1 336 (B²)**
Seminar. Women, the Family, and the State. *Not offered in 1996–97.*
- POL1 337(2)(B²)**
Seminar. The Politics of Minority Groups in the United States
- POL4 340 (2)(B²)**
American Political Thought
- REL 218 (B¹)**
Religion in America. *Not offered in 1996–97.*
- REL 220 (1)(B¹)**
Religious Themes in American Fiction
- REL 221 (1)(B¹)**
Catholic Studies
- REL 318 (2)(B¹)**
Seminar. Religion in the American Revolution
- SOC 103 (2)(B²)**
Social Problems: An Introduction to Sociology

SOC 203 (2)(B²)

Introduction to Afro-American Sociology

SOC 207 (B²)

Criminology. *Not offered in 1996-97.*

SOC 209 (1)(B²)

Social Inequality: Class, Race, and Gender

SOC 215 (B²)

Sociology of Popular Culture. *Not offered in 1996-97.*

SOC 216 (B²)

Sociology of Mass Media and Communications.
Not offered in 1996-97.

SOC 228 (B²)

Sociology of the Workplace. *Not offered in 1996-97.*

SOC 324 (B²)

Seminar. Social Change. *Not offered in 1996-97.*

SOC 338 (B²)

Seminar. Topics in Deviance, Law and Social Control. *Not offered in 1996-97.*

SPAN 255 (A)(MR)

Chicano Literature. *Not offered in 1996-97.*

SPAN 305 (A)(MR)

Hispanic Literature of the United States. *Not offered in 1996-97.*

WOST 222 (1)(2)(B¹)(MR)

Women in Contemporary Society

WOST 248 (1)(A)(MR)

Asian American Women Writers

WOST 250 (B¹)(MR)

Asian Women in America. *Not offered in 1996-97.*

WOST 305 (2)(B¹)(MR)

Seminar. Topics in Gender, Ethnicity and Race.
Topic for 1996-97: The Representations of Women

WOST 311 (2)(B²)

Seminar: Family and Gender Studies: The Family, the State and Social Policy

WOST 320 (2)(B¹)(MR)

American Health Care History in Gender, Race and Class Perspective

WOST 330 (B¹)(MR)

Seminar. Twentieth-Century Feminist Movements in the First and Third World.
Not offered in 1996-97.

Anthropology

Professor: Kohl (Chair), Merry

Visiting Professor: Bean

Associate Professor: Bamberger

Visiting Associate Professor: Godoy

Assistant Professor: Saenz

ANTH 101 (1)(B²)(MR) Evolution and Diversity: Origins, Prehistory, and Cultural Development of Humankind

A two-semester introduction to the subfields of anthropology: physical/biological, prehistoric/archaeological, linguistic, and social/cultural. Traces the emergence of evolutionary theory in the 19th century and documents human origins from the evolution of primates through *Homo erectus*, Neanderthals and modern humans. Includes the study of human prehistory from the Stone Age through the advent of agriculture and the emergence of the state. Ethnologies illustrate societies integrated at different levels of social, political and economic development. The course also will treat cultural diversity in gender roles, kinship structures, subsistence technologies, and adaptations to distinct environmental settings. *Open to all students. It is recommended that students take both 101 and 102, but either can be taken separately.*

Mr. Kohl and Mr. Saenz

ANTH 102 (2)(B²)(MR) Evolution and Diversity: Origins, Prehistory, and Cultural Development of Humankind

A two-semester introduction to the subfields of anthropology: physical/biological, prehistoric/archaeological, linguistic, and social/cultural. Traces the emergence of evolutionary theory in the 19th century and documents human origins from the evolution of primates through *Homo erectus*, Neanderthals and modern humans. Includes the study of human prehistory from the Stone Age through the advent of agriculture and the emergence of the state. Ethnologies illustrate societies integrated at different levels of social, political and economic development. The course also will treat cultural diversity in gender roles, kinship structures, subsistence technologies, and adaptations to distinct environmental settings. *Open to all students. It is recommended that students take both 101 and 102, but either can be taken separately.*

Mr. Kohl and Mr. Saenz

ANTH 104 (1)(2)(B²)(MR) Introduction to Cultural and Social Anthropology

A comparative approach to the concept of culture and an analysis of how culture structures the worlds we live in. The course examines human societies from their tribal beginnings to the post-industrial age. We will consider the development of various types of social organizations and their significance based on family and kinship, economics, politics, and religion. *Open to all students.*

Ms. Bamberger, Mr. Saenz

ANTH 204 (B²) Physical Anthropology

NOT OFFERED IN 1996–97. The origin of humans as a sequence of events in the evolution of the primates. This theme is approached broadly from the perspectives of anatomy, paleontology, genetics, primatology, and ecology. Explanation of the interrelationship between biological and sociobehavioral aspects of human evolution, such as the changing social role of sex. Review of the human fossil record and the different biological adaptations of the polytypic species *Homo sapiens*. *Open to all students.*

ANTH 206 (B²) Archaeology

NOT OFFERED IN 1996–97. A survey of the development of archaeology. The methods and techniques of archaeology are presented through an analysis of excavations and prehistoric remains. Materials studied range from early hominid sites in Africa to the Bronze Age civilizations of the Old World and the Aztec and Inca empires of the New World. Students are introduced to techniques for reconstructing the past from material remains. The course includes a field trip to a neighboring archaeological site. *Open to all students.*

ANTH 208 (2)(B²) Archaeological Science

An introduction to scientific techniques used in contemporary archaeology. Using a case study format, faculty from the Boston-wide Center for Materials Research Archaeology and Ethnology (CMRAE) present different methods for studying such topics as reconstruction of ancient environments; dating techniques; assessing the diets of ancient populations; and sourcing artifacts through chemical and physical analyses. *Prerequisite: 1 year college-level physics or chemistry (or equivalent, see Instructor).*

Ms. Lechtman (at MIT)

ANTH 210 (B²)(MR) Racism and Ethnic Conflict in the United States and the Third World

NOT OFFERED IN 1996–97. A comparative view of racial and ethnic conflict in Western and non-Western societies, focusing on underlying social processes and barriers to intercultural communication. Topics for discussion include the history of American immigration, racial conflict in American neighborhoods, school busing, separatist movements, refugee problems, and the competition for subsistence in multi-ethnic nations. *Prerequisite: 104, or one unit in Sociology, Africana Studies, Political Science, or Economics, or by permission of the instructor.*

Staff

ANTH 234 (1)(B²)(MR) Urban Poverty: Contemporary Approaches to Inequality and Insurrection

An anthropological analysis of social stratification, poverty and insurrection in urban society in the U.S. and the Third World. Review of the theory of inequality from Aristotle through Marx, Weber, and Foucault. A series of cases including the South Bronx, Belfast, Johannesburg, Los Angeles and Milan will be studied through a variety of narrative sources—biography, novel, ethnography and scholarly monograph. Current theory on discipline; punishment; and control over bodily practices as they relate to urban poverty will be emphasized. *Prerequisite: 104 or one unit in Sociology, Political Science, Economics, or European History; open to juniors and seniors without prerequisite.*

Mr. Saenz

ANTH 236 (1)(B²)(MR) The Ritual Process: Magic, Witchcraft and Religion

An exploration of anthropological approaches to the study of witchcraft, magic and ritual with emphasis on their social and cultural aspects in non-Western (Africa, New Guinea, Southeast Asia, and Native America) and Western societies. Discussion of the role of the ritual practitioner (shaman, sorcerer, priest), the efficacy of words and the power of ritual objects, the organization of sacred time and sacred space, and the connections between ritual, myth and belief. A field-work component will be an option, permitting the student an opportunity to observe and analyze a ritual event. *Prerequisite: 104 or by permission of the instructor.*

Ms. Bamberger

ANTH 241 (2)(B²)(MR) Approaches to South Asian Cultures and Societies

This course explores the diverse, complex societies and cultures of the subcontinent focusing on current situations which constitute the region's most perplexing challenges. To begin we consider the difficulties of approaching South Asia from the outside: the West. We then proceed to topics including: the feminine in South Asia (goddesses, prime ministers, and immolated brides;) hierarchy, inequality, and caste; artisanry and labor in an industrializing economy (focusing on textile manufactures); ethnic conflict and national identity; religion and the state. *Open to all students.*

Ms. Bean

ANTH 242 (1)(B²) The Rise of Civilization

A comparative survey of the emergence of the Early Bronze Age civilizations in Mesopotamia, Egypt, the Indus Valley, and Shang China, as well as pre-Columbian developments in Mesoamerica and Peru. The course will examine ecological settings, technologies, and social structures of the earliest complex urban societies. *Open to all students.*

Mr. Kohl

ANTH 244 (B²)(MR) Societies and Cultures of the Middle East

NOT OFFERED IN 1996-97. Comparative study of political, economic, and other social institutions of several major cultures of the Middle East. Traditionalism vs. modernization. International conflict in anthropological perspective. *Prerequisite: 104, or one unit in Political Science, Economics, Sociology, or History.*

ANTH 245 (B²)(MR) Popular Cultures in Latin America

NOT OFFERED IN 1996-97. This course presents the beliefs and customary practices, such as popular forms of music, drama, dance, oral/written literature and mass media in Latin America and analyzes how race, class, ethnicity, gender, and the State influence and have an impact on the production of popular culture. The course focuses particularly on the popular cultures of Venezuela and the Caribbean basin.

ANTH 247 (B²)(MR) Societies and Cultures of Eurasia

NOT OFFERED IN 1996-97. A survey of the non-Russian, largely non-European peoples of the former Soviet Union (particularly ethnic

groups in Transcaucasia, Central Asia, and Siberia). The course will review how traditional cultures in these areas changed during the years of Soviet rule and will examine the problems they face today with newly-gained independence or greatly increased autonomy. Nationality policies of the former Soviet Union will be discussed with a particular emphasis on how they affect the current territorial disputes and conflicts among different ethnic groups (e.g., the undeclared war between Armenia and Azerbaijan over the enclave of Nagorno-Karabagh). *Prerequisite: same as 244.*

ANTH 248 (2)(B²)(MR) African Cultures: Peoples of the Greater Niger Basin

Explores the history and lifeways of several West African peoples, including the Mande, Fulani, Hausa, Songhai, Twareg, and Yoruba, highlighting the history of the great Sahelian empires of Ghana, Mali and Songhai and their ancient participation in world politics and commerce through the trans-Saharan caravan trade. Texts by African writers are read in counterpoint to Western ethnographic accounts. Topics include: iron smiths, liminality and creativity; Islam, pastoralism and ecology in the Sahel; history and the social construction of identity, gender, colonialism, inequality and contemporary insurrection movements. *Open to all students.*

Mr. Saenz

ANTH 249 (B²)(MR) Traditional Societies of Post-Conquest South America

NOT OFFERED IN 1996-97. This study of the social structure and culture of tribal peoples, agrarian communities, and peasants in cities focuses on the effects of colonialism: slavery, ethnocide, and the destruction of the rain forest in lowland South America (Brazil, Colombia, Venezuela, Ecuador, Peru). *Prerequisite: 104 or 100-level Anthropology, Sociology, Spanish or Political Science course.*

ANTH 256 (B²) Archaeological Theory and Data Analysis

NOT OFFERED IN 1996-97. An evaluation of current trends in archaeological method and theory. The concept of prehistory from the 19th century to the present, and the development of schools and national traditions of archaeological research, such as the New Archaeology and today's Post-Processual Archaeology. Research on the analysis of archaeological materials through modern data-processing techniques, including computer graphics applications for

analyzing and presenting archaeological data. *Prerequisite:* 101–102 or 104 or permission of the instructor.

ANTH 269 (1)(B²)(MR) The Anthropology of Gender Roles, Marriage and the Family

An examination of the variations in gender roles and family life in several non-Western societies. Comparisons of patterns of behavior and belief systems surrounding marriage, birth, sexuality, parenthood, male and female power, and masculine and feminine temperament in non-Western and Western societies. Emphasis on the ways kinship and family life organize society in non-Western cultures. *Open to all students.*

Ms. Merry

ANTH 275 (1)(B²)(MR) Development and Society in the Third World

Examination of the social, economic and political implication of the transfer and diffusion of technology from the industrial north to the third world, from urban to rural areas. Emphasis will be placed on the generation and diffusion of new technologies, particularly in agriculture. We will examine the economy-wide and village-level effects of new technologies and assess the degree to which they improve or worsen the welfare of poor people.

Mr. Godoy

ANTH 276 (B²) Recent Approaches to Ethnography

NOT OFFERED IN 1996–97. This course introduces current issues in ethnographic method and theory, including laboratory exercises in ethnographic field research, and considers recent debates in ethnographic writing and representation (e.g., deconstruction, reflexivity, literary theory, and Michael Taussig's call for a meditative-redemptive anthropology).

ANTH 277 (1)(B²) Research Methods in Ethnology

This course is intended to introduce students to current issues in ethnographic method and theory by developing fundable research proposals. Students will be expected to take an idea and set of hypotheses, develop a workable research method to test the ideas (preferably using quantitative techniques,) and develop a work plan to carry out and write up their research. *Open to all students.*

Mr. Godoy

ANTH 301 (2)(B²) Anthropological Theory

Historical landmarks of anthropological thought. Examination of evolutionary, functional, and structural theories of society and culture. Discussion of the relationship between personality and culture. Problems of method in anthropology. *Prerequisite:* 104 and one Grade II unit, or by permission of the instructor.

Ms. Bamberger

ANTH 308 (1) and/or (2)(B²) Seminar for Materials Research in Archaeology and Ethnology

Seminar-laboratory subject offered at MIT by the Center for Materials Research in Archaeology and Ethnology. Role of materials and technologies in the development of ancient societies; major focus on scientific analysis of archaeological artifacts and ecofacts. This year's seminar will focus on the analysis and significance of ancient metals. *Open by permission of the instructor.*

Ms. Lechtman (at MIT)

ANTH 318 (2)(B²)(MR) Race, Class, and Colonialism in America

During the nineteenth and twentieth centuries, the U.S. engaged in both territorial and overseas colonialism, processes shaped by distinctively American contours of race and class. This course examines American Colonialism in the light of changing ideas about race and class and American political and legal systems, using the colonization of Hawai'i as a case study. Topics to be considered include an analysis of the impacts of slavery, conquest of the Native Americans, and immigration of Asians to California. The case study of Hawai'i examines early contacts between Hawaiians and New England traders, whalers, and missionaries, processes of land alienation, the introduction of Western law and government, the emergence of the sugar plantation economy, the U.S. takeover of the islands, and the contemporary Hawaiian cultural renaissance and sovereignty movement. This course is also listed as AMST 318. *Prerequisite:* same as ANTH 346.

Ms. Merry

ANTH 319 (2)(B²)(MR) Nationalism, Politics, and the Use of the Remote Past

This seminar critically examines the use of prehistory and antiquity for the construction of accounts of national origins, historical claims to specific territories, or the exaggerated contributions and abilities of specific peoples. The course

begins with an examination of the phenomenon of nationalism and the historically recent emergence of contemporary nation-states. It then proceeds comparatively, selectively examining politically motivated appropriations of the remote past that either were popular earlier in this century or have ongoing relevance for some of the ethnic conflicts raging throughout the world today. Particular reconstructions of national origins will be studied in depth, such as the Afrocentric model for the beginnings of the Western cultural tradition. The course will attempt to develop criteria for distinguishing credible and acceptable reconstructions of the past from those that are unbelievable and/or dangerous. *Prerequisite: one Grade II unit in Group B.*

Mr. Kohl

ANTH 342 (B²)(MR) Seminar: Native American Ethnology

NOT OFFERED IN 1996–97. Selected topics concerning Native Americans today. Ethnographic review of North American cultures. Problems of tribal and urban Indian communities, ethnic conflicts, the impact of recession, sovereignty and legal questions. Native Americans in literature and art. *Prerequisite: 104 and one Grade II unit in Anthropology, or Sociology, or Political Science, or by permission of the instructor.*

ANTH 346 (1)(B²)(MR) Colonialism, Development and Nationalism: The Nation State and Traditional Societies

Examination of the impact of modern national political systems on traditional societies as these are incorporated into the nation state. Focus on the nature of development, colonialism, and dependency and the implications for cultural minorities, technologically simple societies, peasant populations, and the urban poor. Topics related to an understanding of the impact of world capitalism on indigenous peoples will be covered. *Prerequisite: two Grade II courses in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor.*

Ms. Merry

ANTH 350 (1)(2) Research or Individual Study
Open by permission to juniors and seniors.

ANTH 360 (1)(2) Senior Thesis Research
By permission of department. See p. 73, Honors.

ANTH 370 (1)(2) Senior Thesis
Prerequisite: 360

Cross-Listed Courses

For Credit

ARTH 260 (2)(A)(MR)
North American Indian Art

LANG 114 (1)(B²)
Introduction to Linguistics

PEAC 259 (1)(B²)(MR)
Peace and Conflict Resolution

Directions for Election

Majors in anthropology must take eight courses (which may include courses from MIT's anthropology offerings), of which at least one unit of 101/102 or 104 and 301 are obligatory. In addition, at least one "methods" course is strongly suggested. We recommend Economics 199/Political Science 199/Sociology 199, Introduction to Social Science Data Analysis, but students may also elect other relevant statistics or calculus courses, depending on the particular need and interest of the student.

Students who wish a minor in Anthropology must take five courses: 101/102 or 104, two 200-level courses, and two 300-level courses. Students are encouraged to choose at least one ethnographic area course and at least one course which focuses on a particular theoretical problem.

Architecture

AN INTERDEPARTMENTAL MAJOR

Directors: *Fergusson*¹, *Friedman*², *Harvey*

A major in architecture offers the opportunity for study of architectural history and practice through an interdisciplinary program. Following Vitruvius' advice on the education of the architect, the program encourages students to familiarize themselves with a broad range of subjects in the humanities, sciences, and social sciences. Students may also elect courses in studio art, mathematics, and physics which lead to appreciation of the principles of design and the fundamental techniques of architecture.

Although courses at MIT are not required for the major, the MIT-Wellesley exchange provides a unique opportunity for students to elect advanced courses in design and construction. Students are also encouraged to consider travel or study abroad as important aspects of their education in architecture, and to take advantage of the wide resources of the College and the Department of Art in pursuing their projects.

Each student designs her program of study individually in consultation with the directors. Majors are required to take Art 100–101 (100, before 1994–95), and Art 105. In addition, four courses above the Grade I level and two Grade III courses must be taken in the Department of Art. At least three of these Art courses (including one at Grade III level) must be taken at Wellesley College.

Students may include selections from the list below in their core programs.

ARCH 350 (1)(2) Research or Individual Study

Open by permission to juniors and seniors.

ARCH 360 (1)(2) Senior Thesis Research

By permission of director. See p. 73, Honors.

ARCH 370 (1)(2) Senior Thesis

Prerequisite: 360.

History of Art

ARTH 100 (1)(A)

Introduction to the History of Art: Ancient and Medieval

ARTH 101 (2)(A)

Introduction to the History of Art: Renaissance to the Present

ARTH 203 (1)(A)

Cathedrals and Castles of the High Middle Ages

ARTH 223 (1)(A)

The Decorative Arts

ARTH 228 (2)(A)

Nineteenth- and Twentieth-Century Architecture

ARTH 229 (2)(A)

Renaissance and Baroque Architecture.

ARTH 231 (1)(A)

Architects and Buildings of Nineteenth-Century North America. *Not offered in 1996–97.*

ARTH 232 (1)(A)

The Decorative Arts

ARTH 233 (1)(A)

Domestic Architecture and Daily Life. *Not offered in 1996–97.*

ARTH 235 (2)(A)

Landscape and Garden Architecture. *Not offered in 1996–97.*

ARTH 247 (2)(A)

Islamic Architecture and Related Arts, 1250–1700

ARTH 309 (2)(A)

Seminar. Problems in Architectural History

ARTH 320 (2)(A)

Seminar. American Architecture

ARTH 334 (2)(A)

Seminar. Issues in Ancient Art and Archaeology. *Not offered in 1996–97.*

ARTH 340 (2)(A)

Seminar. Topics in American Art

ARTH 347 (2)(A)

Seminar. Byzantium/Constantinople/Istanbul: The Making of an Imperial Capital

Studio Art

ARTS 105 (1)(2)(A)
Drawing I

ARTS 207 (1)(A)
Sculpture I

ARTS 209 (1)(2)(A)
Basic Two-Dimensional Design

ARTS 213 (2)(A)
Basic Three-Dimensional Design

ARTS 217 (2)(A)
Life Drawing

ARTS 307 (2)(A)
Sculpture II

ARTS 314 (2)(A)
Advanced Drawing

MIT

4.101 (1)(2)
Introduction to Architectural Design I

4.104 (2)
Introduction to Architectural Design II

4.125 (1)
Architectural Design: Level I (2 Wellesley units)
Prerequisite: 4.101 and 4.104

4.126 (2)
Architectural Design: Level I (2 Wellesley units)
Prerequisite: 4.125

4.401 (1)
Introduction to Building Technology

Mathematics

MATH 115 (1)(2)(C)
Calculus I

MATH 116 (1)(2)(C)
Calculus II

MATH 205 (1)(2)(C)
Intermediate Calculus

Physics

PHYS 104 (1)(C)
Basic Concepts in Physics I with Laboratory

PHYS 107 (1)(2)(C)
Introductory Physics I with Laboratory

Art

Professor: *Armstrong^{A2}, Carroll (Chair), Clapp, Fergusson^{A2}, Friedman^{A1}, Harvey, Marvin^A, O'Gorman^{A1}, Rayen^{A2}, Wallace*

Visiting Professor: *Freed*

Associate Professor: *Berman, Dorrien, Higonnet^{A1}, Spatz-Rabinowitz*

Assistant Professor: *Bedell, Black, McGibbon, Mekuria^A, Okediji, Oles, Ribner, Russell, Salzer, Shepp*

Instructor: *Schick*

Lecturer: *DeLorme, Rhodes, Taylor*

Applied Arts Instructor: *M. Black (1), Hatch (2)*

The Department of Art offers majors in the History of Art, Architecture, Studio Art, and Art History and Studio Combined, and minors in the History of Art and Studio Art.

Stecher Scholarships are available to qualified students for the study of art abroad during the school year, Wintersession, or the summer.

Students with disabilities who will be taking art courses and who need disability-related classroom or testing accommodations are encouraged to meet with the department chair to make arrangements.

History of Art

ARTH 100 (1)(A) Introduction to the History of Art: Ancient and Medieval Art

A foundation course in the History of Art, part 1: the earliest sources for our contemporary world. An introduction to the visual cultures of the Ancient and Medieval worlds of North Africa, Europe, the Middle East, and Asia using key issues and monuments as the focus of discussion: Visit a pyramid, a cathedral, a stupa; meet saints, despots, and heroes. Two lectures and one conference section per week. Weekly conferences emphasize observational and analytical skills and are normally given in the Davis Museum and Cultural Center. *Open to all students. Required course for all Art History, Architecture, and Studio Art majors who should plan to elect both Art 100 and Art 101 in their first or second year at Wellesley. Art 100 and 101 can be selected separately, but students are advised to elect Art 100 before Art 101.*

The Staff

ARTH 101 (2)(A) Introduction to the History of Art: Renaissance to the Present

A foundation course in the History of Art, part 2. From Michelangelo to media culture, this course introduces the visual cultures of Europe, Asia, Africa, and the Americas beginning with the Renaissance using key issues and monuments as the focus of discussion. Two lectures and one conference section per week. Weekly conferences emphasize observational and analytical skills and are normally given in the Davis Museum and Cultural Center. *Open to all students. Required course for all Art History, Architecture, and Studio Art majors who should plan to elect both Art 100 and Art 101 in their first or second year at Wellesley. Art 100 and 101 can be selected separately, but students are advised to elect Art 100 before Art 101.*

The Staff

ARTH 100/Writing 125 05, 06 (1)(A) Introduction to the History of Art: Ancient and Medieval Art/Writing 125

A foundation course in the History of Art, part 1: the earliest sources for our contemporary world. An introduction to the visual cultures of the Ancient and Medieval worlds of North Africa, Europe, the Middle East, and Asia using key issues and monuments as the focus of discussion. Visit a pyramid, a cathedral, a stupa; meet saints, despots, and heroes. Students in this section of Art 100 will attend the same twice-weekly lectures and weekly conferences as the other Art 100 students, but their assignments will be different, and they will attend a fourth meeting each week. Through writing about art, students in 100/125 will develop skills in visual and critical analysis. *Open to all first-year students. This course satisfies the Writing 125 requirement, fulfills a Group A distribution requirement, and counts as a unit towards a major in Art History, Architecture, or Studio Art.*

Ms. Bedell

ARTH 101/Writing 125 03 (2)(A) Introduction to the History of Art: Renaissance to the Present/Writing 125

A foundation course in the History of Art, part 2. From Michelangelo to media culture, this course introduces the visual cultures of Europe, Asia, Africa, and the Americas beginning with the Renaissance using key issues and monuments as the focus of discussion. Students in this section of Art 101 will attend the same twice-weekly lectures and weekly conferences as the other Art 101 students, but their assignments will be different, and they will attend a fourth meeting each week. Through writing about art, students in 101/125 will develop skills in visual and critical analysis. *Open to all first-year students. This course satisfies the Writing 125 requirement, fulfills a Group A distribution requirement, and counts as a unit towards a major in Art History, Architecture, or Studio Art.*

ent, and they will attend a fourth meeting each week. Through writing about art, students in 101/125 will develop skills in visual and critical analysis. Open to all first-year students. This course satisfies the Writing 125 requirement, fulfills a Group A distribution requirement, and counts as a unit towards a major in Art History, Architecture, or Studio Art.

Mr. Rhodes

ARTH 202 (A) Medieval Representational Arts NOT OFFERED IN 1996–97. OFFERED IN 1997–98. Course concentration on artistic, historical, cult, and cultural approaches to the representational arts in Medieval Europe, focusing on a limited selection of major monuments, i.e., San Vitale, The Book of Kells, Vézelay, Chartres Cathedral. The principal media of the Medieval artist—mosaic, manuscript painting, sculpture, stained glass—will be studied from original objects in local museums. *Open to all students.*

Mr. Fergusson

ARTH 203 (1)(A) Cathedrals and Castles of the High Middle Ages

A study of the major religious and secular buildings of the Romanesque and Gothic periods with emphasis on France and England. Attention will be given to the interpretation and context of buildings and to their relationship to cult, political and urban factors. Occasional conferences. *Open to all students.*

Mr. Fergusson

ARTH 211 (1)(A)(MR) African Art

A survey of the major artistic traditions of Africa, from prehistory to the present. Focus will be on ancient African art, art and gender, and contemporary practices. Museum visits to the Peabody Museum at Harvard, and the Metropolitan Museum, and the Museum of African Art in New York. *Open to all students.*

Mr. Okediji

ARTH 219 (2)(A) Nineteenth-Century Art

A lecture course on the history of the visual arts in the nineteenth century. The course begins with the French Revolution and ends with late Impressionism. The cultural context of art's creation, exhibition, and influence is emphasized, along with relationships among the arts. *Open to all students.*

Ms. Higonnet

ARTH 220 (1)(A) Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

A study of Italian and Spanish painting and sculpture from early Mannerism through the Baroque. Among the principal artists studied are Michelangelo, Il Rosso Fiorentino, Pontormo, Parmigianino, Tintoretto, El Greco, the Carracci, Caravaggio, Bernini, Pietro da Cortona, Velázquez. *Open to sophomores who have taken 100 and 101, to juniors and seniors without prerequisite, or by permission of instructor.*

Mr. Wallace

ARTH 221 (A) Seventeenth-Century Art in Northern Europe

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. Dutch and Flemish painting of the seventeenth century, with emphasis on Rubens, Hals, Rembrandt, and Vermeer. *Prerequisite: Art 101 or permission of instructor.*

Ms. Carroll

ARTH 222 (1)(A) Art, Science, and Nature in the Early Modern Era

This course will study how European artists of the early modern period registered changes in the ways in which their contemporaries understood the structure of the universe, man's place in the cosmos, human physiology and psychology, and the "natural" foundations of social life. The course will consider artworks of the 16th, 17th and 18th centuries in the following thematic groupings: 1) heaven and earth; 2) animals and humans; 3) races and civilizations; 4) body and soul; 5) sexuality and the family. *Open to all students. Art 100/101 strongly recommended.*

Ms. Carroll

ARTH 223 (1)(A) The Decorative Arts

Art of the French Interior. A study of the great styles, including the opulent Gothic age; dazzling Valois dynasty; multifaceted artistry of Versailles under the Sun King, Louis XV and the Marquise de Pompadour, with emphasis upon the influential patronage of Marie-Antoinette; Napoleon and Josephine's dramatic Empire; Art Nouveau in France and Europe; Art Deco and designs of Sonia Delaunay. Outstanding French interiors are studied as context for fetes, unrivalled furnishings, painting, sculpture, textiles, porcelain, silver, fashion, and jewelry. Trip to Metropolitan Museum, New York. *Open to all students.*

Ms. DeLorme

ARTH 224 (1)(A) Modern Art to 1945

A survey of modern art from the 1880s to World War II, examining the major movements of the historical avant-garde (such as Cubism, Expressionism, Dada, and Surrealism) as well as alternate practices. Painting, sculpture, photography, cinema and the functional arts will be discussed, and critical issues including the art market, and gender, national, and cultural identities will be examined. *Prerequisite: Art 101 or by permission of instructor.*

Ms. Berman

ARTH 225 (1)(A) Modern Art Since 1945

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. A survey of art since World War II, examining painting, sculpture, photography, performance, computer imaging, video, film, conceptual practices, and the mass media. The course is international in scope. Critical issues to be examined include the art market, multiculturalism, the politics of identity, feminism, and artistic freedom and censorship. *Open to all students. Art 100–101 strongly recommended.*

Ms. Berman

ARTH 226 (A) History of Photography

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. A survey of photography from the 1830s to the present including considerations of technical developments, genres, aesthetic debates, and critical issues. Discussions will focus on such issues as censorship, propaganda, and mass media as well as the works of major figures such as Cameron, Stieglitz, and Cindy Sherman. *Open to all students. Art 100–101, 108, or 165 strongly recommended.*

Ms. Berman

ARTH 228 (2)(A) Nineteenth- and Twentieth-Century Architecture

A survey of the major movements in architecture in Europe and the United States from Neoclassicism to the present. *Open to all students.*

Ms. Friedman

ARTH 229 (2)(A) Renaissance and Baroque Architecture

A survey of building in Italy, Spain, France, and England from 1400 to 1800 with special emphasis upon its relevance to the study of the architecture of United States. *Open to all students. Auditors welcome.*

Mr. O'Gorman

**ARTH 231 (A) Architects and Buildings of
Nineteenth-Century North America**

**NOT OFFERED IN 1996-97. OFFERED IN
1997-98.** Lectures and readings on the development of the architecture of the United States from Thomas Jefferson to Frank Lloyd Wright. In addition to personalities and styles, the course will focus on the history of the profession, of architectural graphics, of mechanical and structural technologies, of the rise of cities and the sprawl of suburbs. *Prerequisite: 100(2) before 1994-95, or 101, or by permission of the instructor.*

Mr. O'Gorman

**ARTH 232 (2)(A) American Painting from
Colonial Times to World War II**

A survey of painting and sculpture in the North American colonies and the United States to the middle of the twentieth century. Lectures will discuss the work of major figures such as J. S. Copley, G. Stuart, C. W. Paul, T. Cole, T. Eakins, W. Homer, M. Cassatt, E. Hopper, and G. O'Keefe as well as topics ranging from portraiture and still life to genre, landscape, and history painting. Exams and a short paper. *Prerequisite: 100 (2) before 1994-95, or 101, or by permission of the instructor.*

Ms. Bedell

**ARTH 233 (1)(A) Domestic Architecture and
Daily Life**

NOT OFFERED IN 1996-97. A survey of European and American houses, their design and use from the late Middle Ages to the present. Economic and social conditions will be stressed, with particular attention to changes in family structure and the role of women. The use of rooms and furnishings will also be discussed. *Open to all students.*

Ms. Friedman

**ARTH 234 (A) Topics in Nineteenth-Century
Art**

**NOT OFFERED IN 1996-97. Open to all
students.**

Ms. Higonnet

**ARTH 235 (A) Landscape and Garden
Architecture**

**NOT OFFERED IN 1996-97. OFFERED IN
1997-98.** An examination of the major formal and ideological developments in landscape and garden architecture from the Middle Ages to the

present day, with particular emphasis on the nineteenth and twentieth centuries. Visits to local landscapes and gardens in the Spring. *Open to all students.*

Mr. Fergusson

**ARTH 238 (2)(A)(MR) Mexican Art from the
Enlightenment to World War II**

A survey of Mexican art produced after the Bourbon reforms of the 1780s, and the establishment of the Academy of San Carlos. The course will cover not only painting, sculpture, and architecture, but prints, photographs, popular culture, and film. A major theme will be the overlapping of European influence with efforts to create a more local and nationalist discourse. Other topics include academic history and landscape painting, 19th-century provincial painters, the "Imperial art" of Maximilian, images of the Revolution of 1910-1917, muralism, surrealism, and the work of Frida Kahlo, Rufino Tamayo, and others. *Open to all students. Art 101 strongly recommended.*

Mr. Oles

ARTH 241 (A)(MR) Egyptian Art

**NOT OFFERED IN 1996-97. OFFERED IN
1997-98.** A survey of Egyptian and Nubian architecture, sculpture, painting and minor arts from 3000 to 31 B.C. The course will trace historically the development of the art in its cultural context. Several class meetings in the Egyptian and Nubian galleries at the Museum of Fine Arts, Boston. *Open to all students.*

TBA

ARTH 242 (2)(A) Greek Art

Greek art from the Dark Ages to the death of Cleopatra. The course is a historical survey of the arts of Greece in this period, but special attention is paid to sculpture. The influence of classical form on later Western art is also considered. *Prerequisite: 100 (1), or a course in Greek or Classical Civilization, or permission of the instructor.*

Ms. Russell

ARTH 243 (A) Roman Art

**NOT OFFERED IN 1996-97. OFFERED IN
1997-98.** A survey of the arts of Imperial Rome. Principal focus on the period from Augustus to Constantine. Architecture, sculpture, and painting; the function of art in Roman society; the nature of Roman taste; and the influence of

Roman art on later Western art. *Prerequisite: 100 (1), or a course in Latin or Classical Civilization, or permission of the instructor.*

Ms. Marvin

ARTH 246 (1)(A)(MR) The Arts of India

The arts of greater India. A history of the plastic arts of the Buddhist and Hindu religions in India, Nepal, Tibet, and Indonesia. Sculpture and painting will be treated where possible in their original architectural settings. Special attention will be given to the religious symbolism of the images and buildings. The survey will extend to the formation of Mughal painting and architecture and the development of painting in the native Indian schools of Pahari and the Deccan. Study of and papers on the collections of the Boston Museum of Fine Arts and the Sackler Museum. *Open to all students.*

Mrs. Clapp

ARTH 247 (2)(A)(MR) Islamic Architecture and Related Arts, 1250–1700

This course provides an introductory survey of Islamic architecture, architectural decoration and the representation of architecture in miniature painting. It covers the period starting from the devastating Mongol invasions which changed the established world order from the borders of eastern Europe to China focusing especially on the three great pre-modern empires based in present-day Turkey, Iran and India. Whenever appropriate, a cross-cultural approach will be emphasized. *Open to all students.*

Ms. Schick

ARTH 248 (2)(A)(MR) Chinese Painting

A study of the themes and styles of Chinese philosophical and social ideals. The course will examine the magical and political function of early figure painting, the conquest of naturalism in the classical art of the Sung dynasties, and the scholars' painting of the later dynasties. Study of and visits to the collections of the Boston Museum of Fine Arts and the Sackler Museum. *Open to all students.*

Mrs. Clapp

ARTH 249 (A)(MR) Arts of Japan

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. The sculptural and pictorial arts of Japan, from the Buddhist period to the eighteenth-century woodblock print. The course will concentrate on Japan's early ties

with India and China, the subsequent development of a native Japanese style in the narrative handscroll, the art of the great screen painters, and the emergence of the print tradition. Study of and visits to the collections of the Boston Museum of Fine Arts and the Sackler Museum. *Open to all students.*

Mrs. Clapp

ARTH 250 (A) The Beautiful Book: Medieval and Renaissance Book Illumination in France and Italy

NOT OFFERED IN 1996–97. The course will emphasize the magnificent decoration of French and Italian books in the later Middle Ages and Renaissance periods. Topics will include the construction of manuscripts; kinds of religious and nonreligious books that were illuminated; styles of manuscript decoration; royal, aristocratic and religious patrons of manuscripts; and the impact of printing on the art of book decoration. Original medieval manuscripts and early printed books in the Wellesley College Library will be studied, and a session demonstrating how books are printed is planned. *Open to all students without prerequisite. Art 100 strongly recommended.*

Ms. Armstrong

ARTH 251 (1)(A) Italian Renaissance Art, 1400–1520

The major artists who created the Italian Renaissance style are considered in their cultural context. Topics include the formation of the Renaissance style by Masaccio and Donatello; functions of religious art especially in the paintings of Fra Angelico and Fra Filippo Lippi; the significance of subjects and forms based on Classical Antiquity in artists such as Mantegna and Botticelli; patronage by the Medici in Florence and the Papacy in Rome; and the development of the High Renaissance by Leonardo da Vinci, Raphael, and Michelangelo. *Open to all students. Art 100 and 101 strongly recommended.*

Ms. Armstrong

ARTH 260 (2)(A)(MR) North American Indian Art

A survey of North American Indian art, artifacts, and building from the earliest Paleo-Indian arrivals to the present. Emphasis will be placed on the Indian cultures of New England and New York State, the Mississippi and Ohio River valleys, the American Southwest, and the Pacific Northwest Coast. The works studied will include spear and arrow points, tools, weapons, shelters, clothing,

masks, pottery, weaving, ornament, metal work, jewelry, painting, sculpture, and architecture. *Open to all students.*

Mr. Wallace

ARTH 262 (2)(A)(MR) Introduction to African-American Art

An historical survey of outstanding artists, paying special attention to issues of style, group affiliation, and ideological expressions. Differences and interrelationships between African American and European American art will be explored. *Open to all students. Art 101 strongly recommended.*

Mr. Okediji

ARTH 304 (1)(A) Seminar. Italian Renaissance Sculpture

Topic for 1996-97: Donatello and Michelangelo. The long careers of both Donatello (1386-1466) and Michelangelo (1475-1564) will be examined in their cultural and artistic contexts. Subjects covered will include Donatello's command of diverse media (marble, bronze, wood) in contrast to Michelangelo's preoccupation with marble; sculptures with religious and mythological subjects; impact of the revival of Classical Antiquity on both sculptors; tombs and commemorative statues; patronage by the government of Florence, by the Medici family, and by religious institutions including the Papacy. *Open by permission of the instructor. Recommended prerequisites: 200- or 300-level courses in Medieval, Renaissance, or Baroque art or history. File application in department.*

Ms. Armstrong

ARTH 305 (A) Seminar. The Graphic Arts

NOT OFFERED IN 1996-97. A history of prints and visual communication from the time of Gutenberg to the present. Among the master printmakers studied will be Dürer, Parmigianino, Rembrandt, Ribera, Hogarth, Goya, Gauguin, Munch and Picasso. Careful study of original prints in the Wellesley College collections, and field trips to public and private collections. *Laboratory required. Open to sophomores, juniors and seniors who have had at least one 200-level art course involving the history of painting.*

Mr. Wallace

ARTH 309 (2)(A) Seminar. Problems in Architectural History

Topic for 1996-97: Architecture, Place and Memory. This seminar will focus on a series of

case studies, dating from the Renaissance to the present, in which ritual, commemoration and/or the distinctive qualities of the site are both part of the building program and of the experience of built form. *Permission of instructor required. File application in department.*

Ms. Friedman

ARTH 311 (A) Northern European Painting and Printmaking

NOT OFFERED IN 1996-97.

Ms. Carroll

ARTH 312 (2)(A) Seminar. Topics in Nineteenth-Century Art

Topic for 1996-97: The Image of Aristocracy. Despite the general demise of monarchy as a form of government, aristocracy remains a glamorous and powerful style. But what do we mean, in a democratic society, by an aristocratic image? This course begins by studying the self-consciously aristocratic styles of eighteenth-century France and England, moves on to the conflicts and reconciliations between nineteenth-century nostalgic and progressive ideals, and ends with twentieth-century revivals of aristocratic style in film, advertising, and clothing design. *Permission of instructor required. File application in the department.*

Ms. Higonnet

ARTH 320 (2)(A) Seminar. American Architecture

Topic for 1996-97: America and Frank Lloyd Wright. This seminar will investigate the ways in which the work of Frank Lloyd Wright (1867-1959) embodied his reading of the American experience. We will look at his life, the Taliesin Fellowship (the home-studio collective that he founded), his writings, his designs for houses and public works, his Broadacre City projects, his clients (both men and women), and his place in the history of American architecture. There will be at least one visit to a Wright house. *Priority given to advanced Art, Architecture, and American Studies majors. Permission of instructor required. File application in the department.*

Mr. O'Gorman

ARTH 330 (A) Seminar. Renaissance Art in Venice and in Northern Italy

NOT OFFERED IN 1996-97. OFFERED IN 1997-98.

Ms. Armstrong

ARTH 331 (A) Seminar. The Art of Northern Europe

NOT OFFERED IN 1996-97. OFFERED IN 1997-98.

Ms. Carroll

ARTH 332 (A) Seminar. Medieval Art

NOT OFFERED IN 1996-97.

Mr. Fergusson

ARTH 333 (1)(A) Seminar. Baroque Art

Topic for 1996-97: Spanish Art. Spanish painting, sculpture, and printmaking from El Greco through Goya. Other major artists studied will be Ribalta, Ribera, Velásquez, Zurburán, and Murillo. *Prerequisite: 220 or signed permission of instructor. File application in department.*

Mr. Wallace

ARTH 334 (A) Seminar. Issues in Ancient Art and Archaeology

NOT OFFERED IN 1996-97.

Ms. Marvin

ARTH 335 (1)(A) Seminar. Problems in Modern Art

Topic for 1996-97: The Nude in the Twentieth Century. An investigation of the body as represented in painting, sculpture, cinema, photography, written texts, and mass media since 1900. The politics and aesthetics of representation will be examined through considerations of nationalism and the body politic: pornography and censorship; gender and ethnic stereotyping and the politics of identity; and the ambivalence toward figuration in modern art. *Prerequisite: 100-101, and any 200-level course in art, history, or the social sciences. Permission of instructor required. File application in department.*

Ms. Berman

ARTH 336 (A) Seminar. Museum Issues

NOT OFFERED IN 1996-97. OFFERED IN 1997-98. An investigation of the history and structure of museums, the philosophy of exhibitions and acquisitions, and the role of the museum in modern society. Issues of conservation, exhibition, acquisition, publication, and education will be examined. Visits to museums, galleries, and private collections in the area. *Limited enrollment. Open by permission of instructor to junior and senior art majors. File application in department.*

Ms. Taylor

ARTH 337 (A)(MR) Seminar. Topics in Chinese Painting

NOT OFFERED IN 1996-97. OFFERED IN 1997-98.

Mrs. Clapp

ARTH 338 (2)(A)(MR) Seminar in Latin American Art

Topic for 1996-97: Mesoamerican Art and Architecture. An intensive look at the art and architecture of the region now known as Mesoamerica, which includes most of Mexico, Guatemala, and Honduras. Discussion of major art forms of the Olmec, Teotihuacan, Gulf Coast, Zapotec, Maya, Toltec, and Aztec cultures, with attention to the subsequent "discovery" of these civilizations, and the ways in which their material remains have been exhibited and interpreted. Work with collection in Davis Museum. Art 101 is strongly recommended. *Permission of instructor is required. File application in department.*

Mr. Oles

ARTH 340 (2)(A) Seminar. Topics in American Art

Topic for 1996-97: Selling the Dream: Disneyland. One of the most visited tourist attractions in the world, subject of thousands of articles and books, adored by millions yet reviled by many intellectuals, Disneyland has occupied a prominent place in American culture since it opened in 1955. This seminar will examine Disneyland from multiple perspectives: as an expression of middle class American values, as a locus of corporatism and consumerism, as a postmodern venue, as a utopia, as an influence upon architecture and urban design. In a broader sense, we'll use Disneyland to explore the ideals, the desires, and the anxieties that have shaped post-World War II American culture. In the process, we will also look at World's Fairs, amusement parks, malls, domestic architecture, movies, and toys. *Open to majors in Art, Architecture, and American Studies, or by permission of instructor. File application in department.*

Ms. Bedell

ARTH 345 (1)(A) Seminar. Historical Approaches to Art for the Major

Survey of the major art-historical approaches and their philosophical bases, including connoisseurship, iconography, theories of the evolution of art, psychoanalysis, the psychology of perception, issues of gender and ethnicity, and theories

of art criticism. Critical discussion and writing will be stressed. Recommended to all art majors. *Limited to juniors and seniors who have taken one 200-level unit in the department. Open by permission of instructor. File application in department.*

Mr. Rhodes

ARTH 347 (2)(A) Seminar. Byzantium/Constantinople/Istanbul: The Making of an Imperial Capital

Straddling the continents of Europe and Asia, joining the Mediterranean to the Black Sea, considered the "New Rome," Istanbul was always a city of great beauty, strategic importance, and semi-sacred status. This course will examine the various incarnations of an antique city that became the cosmopolitan capital of the powerful Eastern Roman and Ottoman empires. Topics include its Roman, Byzantine and Ottoman monuments; its urban design; its visual representation in images and maps; the Christian and Islamic myths about its foundation; its deliberately assembled ethnic mosaic; and its description in the many accounts of European travellers. An exhibit entitled "Istanbul: Portrait of a City" and featuring photographs, prints, engravings and maps may be mounted in conjunction with the course. *Open by permission of instructor. File application in department.*

Ms. Schick

ARTH 350 (1)(2) Research or Individual Study

Open to qualified students by permission of the instructor and the department chair.

ARTH 360 (1)(2) Senior Thesis Research

By permission of the department. See p. 73, Honors.

ARTH 362 (1)(A)(MR) Seminar. Postmodern and Postcolonial Art and Criticism

The year 1945 is a historical landmark in cultural and visual theory. 1945 witnessed the end of the Second World War, the beginning of the Cold War and the struggles by colonized peoples for independence. The experiences of fascism and Nazism, and colonialism led to a reconsideration of Western theories of art and criticism. This course explores how these and other events in the global theater manifested themselves in the works of artists such as Picasso, Kruger, Basquiat and Pindell, as well as postmodern and post-colonial critics including Adorno, Sartre, Ces-

saire, Fannon, Foucault, Derrida and Said. *Prerequisites: 101 or 224 or 225 or by permission of instructor. File application in department.*

Mr. Okediji

ARTH 364 (A) Women Filmmakers: History and Theory of Subversion

NOT OFFERED IN 1996-97. A survey of the history of women filmmakers, and the evolution of feminism and feminist film theory. This course will review the development of international mainstream as well as independent women's cinema, explore the positioning of women in classical Hollywood films, and consider the impact of feminism and feminist film theory on women filmmakers in particular and the film industry in general. Includes weekly screenings and analysis of films by international women directors. *Prerequisite: one of the following courses in Art History: 224, 225, 226; or WOST 120 or 122; or by permission of instructor. File application in department.*

Ms. Mekuria

ARTH 370 (1)(2) Senior Thesis

Prerequisite: 360.

Boston Museum of Fine Arts Seminars

A limited number of qualified students may elect for credit seminars offered by the curators of the Boston Museum of Fine Arts to students in Boston area colleges and universities. These are held in the Museum and use objects from the collections for study. *Admission to Museum Seminars is by permission of the instructor at the Museum only. Call the instructor for information about the day and time of classes and application procedures as the class size is limited.*

ARTH 385 (2)(A) Two Centuries of American Decorative Arts, 1630-1830

This seminar will provide an overview of furniture, silver, pewter, ceramics, glass, and other objects produced in America in the seventeenth, eighteenth, and early nineteenth centuries. Topics covered will include transmission and evolution of style, craftsmanship and technology, regional preferences and characteristics, function, and social history. Through close study of works in the Museum collection, emphasis will be placed on learning to understand objects as works of art and as expressions of history and

culture. *Limited to 12 students. Admission to Museum Seminars is by permission of the instructor.*

Mr. Gerald W.R. Ward

Carolyn and Peter Lynch Associate Curator
of American Decorative Arts and Sculpture
(369-3217)

ARTH 386 (2)(A) Rembrandt: The Etchings

This seminar will explore Rembrandt's inventiveness and creativity as an etcher, with regard not only to his innovative use of changes to the plate, inking, and choice of paper but also to his original interpretation of traditional subjects. Attention will also be paid to the other Dutch printmakers of Rembrandt's time and circle, in order to better define what he shared with his contemporaries and what sets him apart. All sessions will involve studying and comparing original works of art. *Limited to 12 students. No requirements, but background in the history of seventeenth-century Dutch art and knowledge of French, German, or Dutch would be helpful. Admission to Museum Seminars is by permission of the instructor.*

Mr. Clifford S. Ackley

Ruth and Carl Shapiro Curator of Prints, Drawings, and Photographs (369-3425)

ARTH 391 (1)(A) Women in American Art, 1860-1920

Throughout the late nineteenth century, American women—especially Bostonians—became increasingly active as painters, sculptors, and collectors. Using a variety of resources, including original works of art, archives, recent feminist art history, and nineteenth-century criticism, students will discover and examine the roles of creative women in American culture. Students should expect to engage in original research; this seminar may lead to a Museum exhibition proposal. *Limited to 10 students. Previous coursework in American art is recommended. Admission to Museum Seminars is by permission of the instructor.*

Ms. Erica E. Hirshler, Assistant Curator, Department of American Paintings (369-3408)

ARTH 394 (1)(A) The Preservation and Scientific Examination of Works of Art

The technical examination and preservation of works of art will be explored through lectures, demonstrations, and readings concentrating on the Museum's collections. The course will focus on the work of art as the source of information about the materials and techniques of artists and

craftsmen, how these materials can interact with their environment, and what measures may be taken to preserve them. Analytical instrumentation currently used for research and authentication is discussed throughout the course. *Limited to 12 students. Restricted to seniors and graduate students. Early registration is recommended. Admission to Museum Seminars is by permission of the instructor.*

Mr. Richard Newman, and other members of the Museum's conservation facilities (369-3467)

Cross-Listed Courses

For the Art History Major (or Minor)

No more than one of these courses may be counted toward the minimum major or minor in Art History.

AFR 207(2)(B²)(MR)

Images of African People Through the Cinema

AFR 222 (B¹)(MR)

Images of Blacks and Women in American Cinema. *Not offered in 1996-97.*

ANTH 308 (1) and/or (2)(B²)

Seminar for Materials Research in Archaeology and Ethnology

CHIN 243 (1)(A)(MR)

Chinese Cinema

EXTD 231 (2)

Interpretation and Judgment of Films

EXTD 299 (2)

Propaganda and Persuasion in the Twentieth Century

FREN 240 (1)(A)

Images of Women in French Film

FREN 314 (2)(A)

Cinema

GER 246/346 (2)(A)

Postwar German Film

GER 244/344 (A)

German Cinema 1919-1945 *Not offered in 1996-97.*

ITAL 275 (2)(A)

The Cinema of Transgression

ITAL 261/361 (1)(A)

Italian Cinema

PHIL 203 (1)(B¹)

Philosophy of Art

SOC 216 (B²)

Sociology of Mass Media and Communications.
Not offered in 1996-97.

SOC 232 (2)(B²)

Visualizing Inequality: Exploration through Documentary Film

SPAN 265 (2)(A)(MR)

Introduction to Latin American Cinema

SPAN 315 (1)(A)(MR)

Seminar: Luis Buñel and the Search for Freedom and Morality

Studio Art

Studio courses meet twice a week for double periods. Enrollments are limited.

ARTS 105 (1)(2)(A) Drawing I

Introductory drawing with emphasis on the development of skill in seeing and the control of line, value and composition. A variety of techniques and media will be used. *Preference given to non-seniors. Open to seniors by permission of the instructor only.*

The Staff

ARTS 108 (1)(2)(A) Photography I

Photography as a means of visual communication. Emphasis on learning basic black-and-white technique of camera and darkroom operation and on critical analysis of photographs. Problems dealing with technical, design and aesthetic issues of image-making. *Preference given to non-seniors, Art Department majors and minors. Permission of instructor required. File application in department.*

Ms. Black, Mr. Shepp

ARTS 165 (1)(2)(A) Introduction to Video Production

Introduction to the principles of video production with emphasis on developing basic skills of recording with a video camera, scripting, directing and editing short videos. *Prerequisite: Open to all students. Permission of instructor required. File application in department.*

TBA

ARTS 204 (2)(A) Painting Techniques

A survey of significant techniques and materials related to the history of Western painting. Students will work with gold leaf, egg tempera, encaustic, Venetian oil technique, acrylic and pastel, with emphasis on the technical aspects of these media and their role in stylistic change. Studio art majors as well as art history majors are encouraged to enroll. *Preference given to Art Department majors and minors. Permission of instructor required. File application in department.*

Ms. Spatz-Rabinowitz

ARTS 207 (1)(A) Sculpture I

An exploration of sculptural concepts through the completion of projects dealing with a variety of materials including clay, wood, plaster, stone and metals, with an introduction to basic foundry processes. Work from the figure, with direct visual observation of the model, will be emphasized. Studio fee. *Prerequisite: 105 or 213 or permission of the instructor.*

Mr. Dorrien

ARTS 208 (1)(A) Photography II

Strong emphasis on development of personal photographic vision. Exposure to use of various camera formats and lighting equipment. Exploration of film developing processes and printing techniques. Weekly critiques of students' work. *Preference given to Art Department majors and minors. Prerequisite: 108 or permission of instructor.*

Ms. Black

ARTS 209 (1)(2)(A) Basic Two-Dimensional Design

A series of design problems intended to develop a keen sense of visual organization. Introduction to the basic visual elements (i.e. line, shape value, color) and their roles in composition. Directed problems emphasize the development of formal skills as a means of achieving more effective

visual communication and personal expression. Assigned work introduces a range of media while exploring various historical and contemporary approaches to 2-D visual structure. *Open to all students. Preference given to Art Dept. majors and minors.*

Ms. Spatz-Rabinowitz, Wilson

ARTS 210 (1)(A) Color

Basic problems in the interaction of color. Special attention will be given to considerations of value, intensity and the natural mutability of hue. *Open to all students.*

Mr. Rayen

ARTS 212 (1)(A) Introductory Printmaking

An exploration of the major concepts and traditional methods of printmaking, including relief, lithography, intaglio, and monotype processes. Emphasis put towards the personal development of ideas and creative problem solving skills through the use of printmaking tools and techniques. Class activities include considerable hands-on investigation, in-progress discussion and collaborative interaction. Each student participates in a print exchange portfolio, in addition to completing individual assignments utilizing the major printmaking media. Studio Fee. *Prerequisite: 105 or 209.*

Ms. McGibbon

ARTS 213 (2)(A) Basic Three-Dimensional Design

Introduction to three-dimensional design stressing various formal and spatial concepts related to sculpture, architecture and product design. A wide range of materials will be handled in completing several preliminary problems as well as constructing a final project. *Open to all students.*

Mr. Dorrien

ARTS 214 (2)(A) Electronic Imaging

Students will be introduced to the basic skills required to use the computer as an art-making tool, and will examine the impact of the computer on art and artists. Traditional art media (photography, drawing, collage, and printmaking) will be used as a foundation and as reference points. There will also be the opportunity to mix traditional and electronic media in final projects. Studio fee of \$35. *Preference will be given to Studio Art majors and minors. Prerequisite: 105 or 108 or 209. Permission of instructor required. File application in department.*

Ms. Ribner

ARTS 215 (A)/CS 215 (C) (1) The Art and Science of Multimedia

With the growth of multimedia, the boundaries between traditionally unrelated disciplines have blurred, facilitating the collaboration of fields that had been unrelated until recently. This course, team-taught by faculty of both the Art and Computer Science Departments, provides the students with a unique opportunity of being exposed to the knowledge and expertise of an exciting synthesis of disciplines. The course will cover a wide list of topics from: history and philosophy of hypermedia; designing user interfaces; programming; art and design for multimedia CD-ROMs and the WWW; media selection; editing. In addition to scheduled assignments and homework, students are expected to produce a professional-level multimedia projects that will be published on CD-ROM. *Admission by instructors' permission only. Recommended courses include at least one of the following: CS 110, CS 111, Art 105, Art 108, Art 209. File application in department.*

Ms. Ribner, Mr. Metaxas

ARTS 217 (2)(A) Life Drawing

Understanding the human figure by direct observation of and drawing from the model. A highly structured approach with emphasis on finding a balance between gestural response and careful measurement. Rigorous in-classwork drawings as well as homework assignments. Dry and wet media and drawing on several scales. Recommended for architecture majors as well as studio art students who intend to do further work from the figure. *Not open to students who have taken 316. Prerequisite: 105.*

Ms. Harvey

ARTS 218 (1)(2)(A) Introductory Painting

A study of basic forms in plastic relationships, emphasizing direct observation in a variety of media. *Prerequisite: 105 or 209 or permission of the instructor.*

Mr. Rayen (1), Ms. Spatz-Rabinowitz (2)

ARTS 265 (A) Intermediate Video Production

NOT OFFERED IN 1996-97. OFFERED IN 1997-98. Designed to explore the techniques and styles of producing documentary videos. We will survey current issues surrounding objectivity and representation as it concerns the documentary form. Strong emphasis on story telling. Special focus on lighting, sound recording, and editing.

We will screen and analyze various styles of documentary films. Final projects will be short documentaries. *Prerequisite: Art 165.*

Ms. Mekuria

ARTS 307 (2)(A) Sculpture II

Continuation on a more advanced level of sculptural issues raised in Sculpture I. Projects include working from the figure, metal welding or wood construction, and metal casting in the foundry as well as stone carving. Studio fee. *Prerequisite: 207 or permission of the instructor.*

Mr. Dorrien

ARTS 308 (2)(A) Photography III

Continued exploration of issues generated by student work. Strong emphasis on theoretical readings, gallery visits, guest artists, group discussion and historical research. Continued research of photographic techniques to solve visual problems that arise from the work presented. *Prerequisite: 108, 208, and either 105 or 209, or permission of instructor.*

Ms. Black

ARTS 314 (1)(A) Advanced Drawing

Further exploration of drawing techniques, materials, and concepts including form, structure, space, surface texture, and abstraction. Emphasis on developing personal imagery. *Not open to students who have taken 206. Prerequisite: 105 and either 217, 218 or 209, or permission of the instructor.*

Ms. Ribner

ARTS 315 (2)(A) Problems in Advanced Painting

Focus will be on self image and identity through a series of painting exercises. Direct observation of objects both natural and manufactured as well as mirror image observation of the self. Evolution of personal paint vocabulary and continued exploration of traditional skills. *315 and 321 are complementary courses and may be taken in any order following the completion of 218 or its equivalent.*

Ms. Harvey

ARTS 317 (1)(A) Seminar. Problems in the Visual Arts

Topic for 1996-97: New Forms. What does a furry tea-cup have in common with rubber balls, dirt, and dried meat? All four have been used by

late 20th-century artists to articulate serious ideas through new and alternative media. Students will choose and explore unconventional materials, and combine traditional media unconventionally, to examine the relationships among media, style, and content. Assigned studio projects, independent work, readings, short papers, presentations, and viewings of contemporary art are all part of the course. *Prerequisite: coursework in two of the following areas: photography, video, sculpture, painting or printmaking. Permission of instructor required. File application in department.*

Ms. Spatz-Rabinowitz, Ms. Berman

ARTS 321 (A) Advanced Painting

NOT OFFERED IN 1996-97. OFFERED IN 1997-98. Continuing problems in the formal elements of pictorial space, including both representational and abstract considerations. Emphasis will be given to the formulation of preliminary studies in a variety of media. *315 and 321 are complementary courses and may be taken in any order following the completion of 218 or its equivalent.*

Mr. Rayen

ARTS 322 (2)(A) Advanced Printmaking

Designed for students interested in strengthening their knowledge of traditional print processes while expanding their visual and conceptual approaches to image making. Experimentation with interdisciplinary uses of the printed image, including handmade books, installed works and collaborative exchanges. Readings and discussions consider issues of photomechanical reproduction, and the role of multiplicity and seriality in contemporary art. Some projects may incorporate photo stencils and digital imagery in combination with more autographic working methods. Each student will be expected to develop an individual body of work utilizing one or more of the printmaking media. Studio fee. *Prerequisite: 212 or by permission of the instructor.*

Ms. McGibbon

ARTS 350 (1)(2) Research or Individual Study

Open to qualified students by permission of the instructor and the department chair.

ARTS 360 (1)(2) Senior Thesis Research

By permission of department. See p. 73, Honors.

ARTS 365 (A) Advanced Video Production

NOT OFFERED IN 1996-97 OR 1997-98. An intensive course in story development, writing screenplay, directing actors and technical crew and producing short, dramatic or mixed-genre videos. Rigorous work on advanced camera operation, lighting, sound recording and editing techniques. We will screen and analyze short films and sample screenplays. Course requires strong organizational and directorial aptitude. The final projects will be short, narrative or mixed-genre videos. *Prerequisite:* Art 165, 265.

Ms. Mekuria

ARTS 370 (1)(2) Senior Thesis

Prerequisite: 360.

Applied Arts Program (I)(2)

In addition to the regular Studio curriculum, a separately funded program makes it possible to offer two courses each year in such fields as metal casting and enameling, ceramics, woodworking, papermaking and book arts. *Workshops are non-credit and are open to all students without prerequisite.*

Topic for 1996-97: (1) Paper Making. Invented in China, introduced into Europe by the Arabs, paper has been an essential material for the support and transmission of images and ideas over a thousand years. These workshops will explore the variety of natural materials and fibers which are the components of handmade paper and introduce painting with paper pulp. At the completion of the workshops, each student will have created a variety of handmade papers suitable for drawing, painting, collage, printmaking, photography design and book arts. *Open to all students. Permission of the instructor required. Hours and day to be determined. Sign up in Art Department Office.*

Ms. Black

Topic for 1996-97: (2) Bookbinding. The art of the book essentially follows the development of techniques of papyrus and paper making, and has taken a variety of forms in the arts of Africa, Asia, the Middle East and the West. This course will concentrate on both traditional and experimental techniques of making books, including sewn and non-adhesive formats. Special attention directed to students who are interested in drawing, printmaking and photography and design. *Open to all students. Permission of the instructor required. Hours and day to be determined. Sign up in Art Department Office.*

Ms. Hatch

Directions for Election

History of Art

An Art major concentrating in History of Art must elect:

A. ARTH 100 and 101. Exemption from this requirement is possible only for students who achieve a grade of 5 on the Advanced Placement Art History examination or pass an exemption examination arranged by the Department Chair.

B. One of the following courses in Studio Art: ARTS 105, 108, 204, 209, 210, and 213.

C. A minimum of five units in History of Art to make a total of eight units, which must include distribution requirements, and at least two of which are at the 300 level.

For distribution, a student must elect at least one unit in three of the following six areas of specialization: Ancient, Medieval, Renaissance, Baroque (seventeenth and eighteenth centuries), Modern (nineteenth and twentieth centuries), non-Western Art. Among the three areas elected, one must be either before 1400 A.D. or outside the tradition of Western art. Normally, Art 223, 233, 235, 305 and 345 may not be used to meet the distribution requirements.

Students may count no more than one cross-listed course toward the minimum major. If approved by the department chair, courses elected at other institutions may be used to meet the distribution requirement. No more than one unit of 350 credit may be counted toward the minimum major. Ordinarily, no more than three units of transfer credit (one Studio, two Art History) may be counted toward the minimum major. Once a student has enrolled at Wellesley, courses from two-year colleges will not be credited to the major.

Although the department does not encourage over-specialization in any one area, by careful choice of related courses a student may plan a field of concentration emphasizing one period or area. Students interested in such a plan should consult the department as early as possible.

Art 345 is strongly recommended for those considering graduate study in History of Art. Art majors are also encouraged to take courses in the language, culture, and history of the areas associated with their specific fields of interest.

Graduate programs in the History of Western Art require degree candidates to pass exams in French and German. Graduate programs in the History of Asian Art require Chinese and/or Japanese.

Students interested in graduate study in the field of art conservation should consult with the

department chair regarding requirements for entrance into conservation programs. Ordinarily college-level chemistry through organic should be elected, and a strong studio art background is required.

A History of Art minor (6 units) consists of:

(A) ARTH 100 and 101; and (B) 4 additional units above the 100 level with at least 2 at the 300 level; maximum 1 unit of 350. Of the 4 units above the 100 level, 3 shall, in the opinion of the student's faculty advisor, represent a coherent and integrated field of interest. The fourth unit shall, in the case of students whose primary field is Western European or American art, be a course in non-Western or ancient art. In the case of students whose primary field of interest is ancient or non-Western art, the fourth unit shall be Western European or American art.

For the minor, at least four units of credit in Art History must be taken at in the Art Department, only one cross-listed course may be counted to the minor.

The attention of students is called to the interdepartmental majors in Architecture, in Classical and Near Eastern Archaeology, and in Medieval/Renaissance Studies.

Studio Art

A student intending to concentrate in Studio Art is urged to establish a solid visual foundation within her first two years, beginning with 105, followed by 209, 213, and 217 whenever possible. Similarly, she should begin a foundation in the history of art by electing Art 100 and 101 early in her college career (unless exempted with a grade of 5 on the advanced placement examination). To fulfill a major in Studio Art, a student must have completed: 100, 101, 105, 209, 213; a minimum of two other studio courses at the 200 level, and at least two studio courses at the 300 level. Those taking 108 (photo) or 165 (film) should consult departmental advisors regarding credit towards the major. The Studio Art minor consists of: 105, one unit of either 209, 210, or 213, plus four additional units in studio art, one of which is at the 300 level (350s are excluded).

Students planning to pursue graduate or professional work in the studio arts are strongly encouraged to consider 224, 225, or 219 to become better grounded in the issues central to twentieth century art. Seniors who have met the academic criteria and have demonstrated an ability to work well independently, may apply to do a thesis project for honors, which culminates in a spring exhibition. Those hoping to do thesis work should consider taking 317 or other advanced

level work prior to the senior year. In addition to coursework, Studio Art majors are expected to actively participate in art department and museum events, and to contribute 6 hours per semester towards running of the Student Gallery.

Throughout the four-year program, Studio Art majors are encouraged to balance carefully their study of art with courses in other disciplines. Since eighteen credits must be taken outside of the department (studio and art history combined), art majors should look to complementary offerings in other departments that may broaden the study of visual culture. Seemingly unrelated disciplines may offer unique perspectives on the creative process. At every stage, students are encouraged to discuss the breadth of their course selections with art department faculty.

The Combined Major in Art History and Studio Art

A student may elect a combined Art History/Studio Art major by taking:

ARTH 100 and 101. Survey

- 1 semester of Art 105 Introductory Drawing
- 1 semester of Art 209 Two-Dimensional Design
- 1 semester of Art 213 Three-Dimensional Design
- 1 semester of Ancient, or Medieval, or non-Western Art History
- 2 additional semesters of Grade II Art History
- 2 semesters of Grade III Art History
- 2 additional semesters of Grade II Studio Art
- 2 semesters of Grade III Studio Art
- 14 courses

No more than one cross-listed course may be counted to the combined major. Because a Wellesley degree requires that a student take at least eighteen units outside any one department, the Combined Major in Art will require early planning, preferably in the first year. Interested students are advised to consult with their Class Deans as well as with the Art Department Chair.

Teacher Certification. Students interested in obtaining certification to teach Art in the Commonwealth of Massachusetts should consult the Director of Studio Art and the Chair of the Department of Education.

Astronomy

Professor: *Bauer, French*

Associate Professor: *Benson (Chair),
Little-Maremin*

Laboratory Instructor: *Hawkins*

The astronomy department offers four introductory courses for non-science students: 101wL, 102, 105wL, and 106. These courses are all taught at the same level. Students who elect to take both Introduction to the Solar System and Introduction to Stars, Galaxies, and Cosmology may do so in either order. Only one introductory course with laboratory may be elected. All four courses are offered each semester.

Students who have scientific interests and/or are considering a major in astronomy should elect Astronomy 110.

ASTR 101wL (1)(2)(C) Introduction to Stars, Galaxies, and Cosmology with Laboratory

A survey of stars, galaxies, and cosmology. The life stories of stars will be examined, from birth in clouds of gas and dust, through placid middle age, to violent explosive demise, leaving white dwarfs, neutron stars, or black holes. We also will study galaxies which contain billions of stars and are racing away from each other as part of the overall expansion of the universe. Finally, modern theories of the origin and ultimate fate of the universe will be explored, as well as the possibility of extraterrestrial communication. Two periods of lecture and discussion weekly; laboratory one evening per week at the Observatory. This is a complementary course to 105/106, which is taught at the same level. Only one laboratory course may be elected at the 100 level. *Not open to students who have taken 102, 105 or 110.*

The Staff

ASTR 102 (1)(2)(C) Introduction to Stars, Galaxies, and Cosmology

Identical to 101 except that it will not include the laboratory. Some observing and additional written work are required. *Not open to students who have taken 101 or 110.*

The Staff

ASTR 105wL (1)(2)(C) Introduction to the Solar System with Laboratory

A survey of the solar system: the sun, planets and their satellites, comets, meteors and asteroids.

Topics include a survey of ancient views of the cosmos, archaeoastronomy, and the development of modern views of the motions of the planets. Spacecraft exploration of the solar system has transformed our understanding of planets and their attendant moons. These recent observations will be used to examine the origin and evolution of the sun and solar system. The earth will be examined from a planetary perspective to elucidate ozone depletion, global warming, and extinction of the dinosaurs. Two periods of lecture and discussion weekly; laboratory one evening per week at the Observatory. This is a complementary course to 101/102, which is taught at the same level. Only one laboratory may be elected at the 100 level. *Not open to students who have taken 101, 106 or 110.*

The Staff

ASTR 106 (1)(2)(C) Introduction to the Solar System

Identical to 105 except that it will not include the laboratory. Some observing and additional written work are required. *Not open to students who have taken 105 or 110.*

The Staff

ASTR 110wL (1)(C) Fundamentals of Astronomy with Laboratory

A survey of astronomy from the solar system through stars and galaxies to cosmology, with emphasis on the underlying physical principles. The treatment of all topics will be more analytical and more quantitative than that provided in the other 100-level courses. Two periods of lecture and discussion weekly. Laboratory one evening per week. Recommended for students intending to choose one of the sciences or mathematics as a major. This course will receive 1.25 credits. *Not open to students who have already taken 101, 102, 105 or 106.*

Ms. Little-Maremin

ASTR 206wL (1)(C) Basic Astronomical Techniques with Laboratory

This course covers aspects of observational astronomy including astrophotography, coordinate systems, the magnitude system, image processing and photometry, and applications of statistical analysis. Students will learn to use the automated 24-inch telescope with modern CCD electronic camera. Computers will be used for data acquisition and analysis. The laboratory for this course will consist of projects which require unscheduled observations. *Prerequisite: one*

semester of astronomy at the 100 level, and familiarity with trigonometric functions and logarithms.

Mrs. Benson

ASTR 207 (2)(C) Basic Astronomical Techniques II

This course is a continuation of 206. It will include spectroscopy, classification of stellar spectra, an introduction to stars with unusual spectra, measurement of radial velocities, and astrometry. The semester's work includes independent projects at the telescope. This course will require unscheduled projects using the telescopes. *Prerequisite:* 206.

Ms. Bauer

ASTR 210 (1)(C) Astrophysics I

The application of physical principles to astronomy, including celestial mechanics, electromagnetic processes in space, stellar structure and evolution and spectral line formation. *Prerequisite:* one semester of Astronomy at the 100 level, and Physics 108 taken previously or concurrently, or by permission of the instructor.

Mr. French

ASTR 304 (2)(C) Stellar Atmospheres and Interiors

NOT OFFERED IN 1996–97. Introduction to the formation of continuous and line spectra in stellar atmospheres. Study of stellar structure and energy generation in stars with discussions of stellar evolution. Computer modeling of stellar spectra and of stellar evolutionary models. *Prerequisite:* 210 and Mathematics 205 or Extra-departmental 216. Physics 202 or [204] is recommended.

ASTR 307 (2)(C) Planetary Astronomy

Study of the properties of planetary atmospheres, surfaces and interiors with emphasis on the physical principles involved. Topics covered include the origin and evolution of the planetary system, comparison of the terrestrial and giant planets, properties of minor bodies and satellites in the solar system and inadvertent modification of the Earth's climate. Recent observations from the ground and from spacecraft will be reviewed. *Prerequisite:* 210 and Physics 108; permission of the instructor for interested students majoring in geology or physics. Not offered in 1997–98.

Mr. French

ASTR 310 (2)(C) Astrophysics II

This course is a continuation of 210. It covers the application of physical principles to the interstellar medium, kinematics and dynamics of stars and stellar systems, galactic structure, formation and evolution of galaxies, special and general relativity, and cosmological models. *Prerequisite:* 210 and Physics 108.

Mr. French

ASTR 350 (1)(2) Research or Individual Study

By permission of department.

ASTR 360 (1)(2) Senior Thesis Research

By permission of department. See p. 73, Honors.

ASTR 370 (1)(2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

MATH 205 (1)(2)(C)

Intermediate Calculus

PHYS 202 (1)(C)

Modern Physics with Laboratory

Directions for Election

The following courses form the minimum major: Any one course at the 100 level; 206, 207, 210, 310; Mathematics 205 or Extradepartmental 216; Physics 202; one more Grade III course in Astronomy plus an additional Grade III course in Astronomy or Physics. Students intending to major in astronomy are encouraged to begin physics as soon as possible. These students should try to take 110. Physics 219 is strongly recommended. In planning a major program, students should note that some of these courses have prerequisites in mathematics and/or physics. Additional courses for the major may be elected in the Departments of Physics, Mathematics, and Astronomy.

A substantial background in physics and mathematics is required for graduate study in Astronomy.

A student planning to enter graduate school in astronomy should supplement the minimum major with courses in physics, including Physics 306 and other Grade III work. Completion of the physics major is encouraged. The student is also urged to acquire a reading knowledge of French, Russian, German, or Spanish.

A minor in astrophysics (5 units) consists of: (A) 1 unit at the 100 level and (B) 210 and 310 and (C) 2 additional 300 level units. A minor in observational astronomy (5 units) consists of: (A) 101 or 102 and 105 or 106 and (B) 206 and 207 and (C) 350.

See p. 11 for description of Whitin Observatory and its equipment.

Biological Chemistry

AN INTERDEPARTMENTAL MAJOR

Director: *Hicks*

The Departments of Biological Sciences and Chemistry offer an interdepartmental major in Biological Chemistry which gives opportunity for advanced study of the chemistry of biological systems.

In addition to two units of Biochemistry (Chemistry 228 and 328), the area of concentration must include the following units of Chemistry (114 and 115 or 120, 211 and 232 [or 231]); Biology (110, 219 and 220, at least one unit of 313, 314 with laboratory, 316 or 317, and one additional Grade III unit, excluding 350, 360 or 370); Physics (104 or 107); and Mathematics (116, 116Z, 120 or equivalent). Students should be sure to satisfy the prerequisites for the Grade III courses in biology and chemistry. Note that Physical Chemistry for the Life Sciences with Laboratory will be taught only second semester.

A recommended sequence of required courses would be: Year I, Chemistry 114 and Math or Physics; Chemistry 115 and Biology 110. Year II, Chemistry 211 and Biology 219; Biology 220 and Math or Physics. Year III, Chemistry 228 and Math; Chemistry 328 and 232. Year IV, Grade III Biology courses and Independent Study.

Please discuss your program with the Director as soon as possible. Exemption of Biology 110 means a more advanced Biology course must be taken.

BIOC 350 (1)(2) Research or Individual Study
Open by permission to juniors and seniors.

BIOC 360 (1)(2) Senior Thesis Research
By permission of department. See p. 73, Honors.

BIOC 370 (1)(2) Senior Thesis
Prerequisite: 360.

Biological Sciences

Professor: Allen^A, Coyne, Webb, Harris, Smith

Associate Professor: Cameron, Blazar (Chair), Beltz, Peterman, Buchholtz

Assistant Professor: Moore, Rodenhouse, Berger-Sweeney, Jones, Faison, Frisardi, Königer, Levey, Nastuk

Laboratory Instructor: Hacopian, Lenihan, Paul, Soltzberg, Thomas, Leavitt, Helluy, Mattison

Unless otherwise noted, all courses meet for two periods of lecture each week. If indicated, there will also be one three-and-one-half hour laboratory session weekly. Seminars normally meet for one double period each week.

BISC 106 (1)(C) Evolution

Historic and current ideas on the evidence for, and causes of, evolution; introduction to Mendelian and molecular genetics. Case studies include origin of life, endosymbiosis, human evolution, and the preservation of genetic diversity. Meets the Group C distribution requirement as a non-laboratory unit, but does not count toward the minimum major in Biological Sciences. *Open to all students.*

Staff

BISC 107 (1)(C) Biotechnology

NOT OFFERED IN 1996–97. This course focuses on applications of recently developed biological techniques, including recombinant DNA, antibody techniques and reproductive technology. However, no prior knowledge of Biology is expected, as all necessary background information will be discussed. Two lectures weekly. This course fulfills group C distribution but does not meet laboratory science requirement. Not to be counted toward the minimum major in Biological Sciences.

Mr. Smith

BISC 108 (2)(C) Environmental Horticulture with Laboratory

Fundamentals of plant biology with special emphasis on cultivation, propagation and breeding, the effects of environmental and chemical factors on growth, and the methods of control of pests and diseases. Laboratory involves extensive work in the Greenhouses, as well as in the Alexandra Botanic Gardens and Hunnewell

Arboretum. Does not count toward the minimum major in Biological Sciences. *Open to all students except those who have taken 111.*

Ms. Jones, Ms. Soltzberg

BISC 109 (1)(C) Human Biology with Laboratory

The study of human anatomy and physiology, with a focus on nutrition, the nervous system, reproduction, embryology, circulation and respiration. Two lectures weekly with a weekly laboratory or data analysis session. Laboratories involve data collection using computers, physiological test equipment, limited animal dissection and a personal nutrition study. Does not count toward the minimum major in Biological Sciences. *Open to all students except those who have taken 111.*

Mrs. Coyne

BISC 110 (1)(2)(C) Introductory Cell Biology with Laboratory

Introduction to eukaryotic and prokaryotic cell structure, chemistry and function. Topics include: cell metabolism, genetics, cellular interactions and mechanisms of growth and differentiation. Laboratories focus on experimental approaches to these topics. Students should not take 110 and 111 simultaneously. 1.25 units of credit. *Open to all students.*

Staff

BISC 111 (1)(2)(C) Introductory Organismal Biology with Laboratory

Introduction to central questions, concepts and methods of experimental analysis in selected areas of organismal biology. Topics include: development, evolution, ecological systems, and plant and animal structure and physiology. Students should not take 110 and 111 simultaneously. 1.25 units of credit. *Open to all students.*

Staff

BISC 201 (1)(C) Ecology with Laboratory

Introduction to the scientific study of interactions between organisms and their environments. Topics include limits of tolerance, population growth and regulation, species interactions, and the structure and function of communities. Emphasis is placed on experimental ecology and its uses in solving environmental problems. Local biological habitats including lakes, forests, marshes, bogs, tundra, and

streams are studied during laboratory field trips. 1.25 units of credit. *Prerequisite: 111 or by permission of the instructor.*

Mr. Rodenhouse, Ms. Thomas

BISC 203 (1)(C) Comparative Physiology and Anatomy of Vertebrates with Laboratory

The functional anatomy of vertebrate animals, with an emphasis on comparisons between representative groups. The course will cover topics in thermoregulatory, osmoregulatory, reproductive, cardiovascular, respiratory, digestive, muscle and ecological physiology. The laboratories will incorporate the study of preserved materials and physiological experiments. 1.25 units of credit. *Prerequisite: 109 or 111, or by permission of the instructor.*

Mr. Cameron, Ms. Buchholtz, Ms. Helluy

BISC 206 (1)(C) Histology I: Microscopic Anatomy of Mammals with Laboratory

The structure and function of mammalian tissues and their cells, using light microscopic, histochemical and electron microscopic techniques. Topics covered include the connective tissues, epithelia, nervous tissue, blood, lymphoid tissue and immunology, as well as others. Laboratory study includes direct experience with selected techniques. 1.25 units of credit. *Prerequisite: 110.*

Mr. Smith, Mr. Hacopian

BISC 207 (2)(C) The Biology of Plants: "From Photons to Food" with Laboratory

An introduction to the plant kingdom with an emphasis on aspects of biology unique to plants. Topics will include plant diversity and evolution, reproduction and development, the control of growth, photosynthesis, structure and physiology of transport systems, interactions of plants with other organisms and the environment, and applications of genetic engineering to the study and improvement of plants. Laboratory sessions will focus on experimental approaches to the study of plants. 1.25 units of credit. *Prerequisite: 110 and 111.*

Ms. Peterman, Ms. Lenihan

BISC 209 (2)(C) Microbiology with Laboratory

Introduction to the microbial world, with emphasis on bacteria, fungi, and viruses, using examples of how these microbes influence human activity. Both medical and non-medical applications, and useful (food production, genetic engineering) as well as harmful (disease,

pollution) consequences, of microbes will be discussed along with consideration of biological principles and techniques for characterizing the organisms. 1.25 units of credit. *Prerequisite: 110 and one unit of college chemistry.*

Ms. Faison, Mrs. Leavitt

BISC 210 (1)(C) Marine Biology with Laboratory

Oceans cover more than 70% of the earth's surface and are our planet's primary life support system. This course examines adaptations and interactions of plants, animals and their environments in marine habitats. Focal habitats include the open ocean photic zone, deep-sea, subtidal and intertidal zones, estuaries, and coral reefs. Emphasis is placed on the dominant organisms, food webs, and experimental studies conducted within each habitat. 1.25 units of credit. *Prerequisite: 111 or permission of the instructor.*

Ms. Moore

BISC 213 (1)(2)(C) The Biology of Brain and Behavior with Laboratory

An introduction to the study of the relationship between the nervous system and behavior with particular emphasis on the structure and function of the nervous system. In the first half of the semester, basic neuroanatomy, neurochemistry and neurophysiology are covered. In the second half of the semester, brain mechanisms involved in behaviors such as sensation, language, addiction, memory and cognition are emphasized. The laboratory is designed to expose the student to basic neuroanatomy, neurochemistry and the neurophysiology of behavior. 1.25 units of credit. *Prerequisite: 111 or 109 and 110.*

Ms. Berger-Sweeney, Ms. Paul, Ms. Helluy

BISC 216 (2)(C) Mechanisms of Animal Development with Laboratory: From Moths to Mice to Men

This course will explore animal morphogenesis beginning with the process of fertilization, and consider how so many cell types arise from a single cell. The mechanisms that determine cell fate as the multicellular embryo differentiates will be discussed. Topics will include: pattern formation, cell migrations, hormonal interactions, sex determination, cell polarity and cytoskeletal mechanisms, regeneration, and developmental errors and malformations. Laboratories will focus on experimental approaches to development. 1.25 units of credit. *Prerequisite: 110 or by permission of the instructor.*

Mrs. Beltz, Ms. Helluy

BISC 217 (1)(C) Field Botany with Laboratory

Introduction to the New England flora in an ecological context: what, where and how many. First, we will cover the basics of plant taxonomy, with emphasis on locally important plant families. Then we will investigate the processes and interactions that determine which plants live where, and why species are abundant or rare. Topics will include life history strategies, competition, herbivory, pollination, seed dispersal, and plant conservation. Trips to local habitats to identify plants and experiments in plant ecology will comprise the labs. The collections of the Margaret C. Ferguson Greenhouses and the Hunnewell Arboretum will be used extensively in lecture and labs. 1.25 units of credit. *Prerequisite: 111.*

Ms. Jones

BISC 219 (1)(C) Molecular Genetics with Laboratory

The course will be devoted to an understanding of the molecular and biochemical basis of genetics and the interactions between cells that provide the basis for tissue and organismal development. Topics will include: organization of the eukaryotic genome, gene structure and function, differential gene expression, cellular and tissue differentiation including aspects of both animal and plant development, and genetics of pattern formation. Laboratory experiments will expose students to the fundamentals of recombinant DNA methodology and developmental biology. 1.25 units of credit. *Prerequisite: 110 and one unit of college chemistry.*

Mr. Webb, Ms. Peterman, Mrs. Lenihan

BISC 220 (2)(C) Cellular Physiology with Laboratory

This course will focus on structure/function relationships in eukaryotic cells, molecular recognition and the biochemical basis for the immune response. Topics will include: bioenergetics; enzyme structure, kinetics and purification; membrane and membrane bound organelle structure and function; membrane transport; cell communication and signaling; cell growth and maintenance; immune recognition and response. 1.25 units of credit. *Prerequisite: 110 and one unit of college chemistry. Not open to first-year students.*

Mr. Harris, Mrs. Blazar, Ms. Leavitt

BISC 302 (2)(C) Animal Physiology with Laboratory

The physiology of organ systems in animals, with emphasis on human physiology. The course will focus on recent findings in cardiovascular, endocrine, sensory, neural and muscle physiology. In the laboratory, students gain experience with the tools of modern physiological research. 1.25 units of credit. *Prerequisite: 110 and one of the following—203, 206, 213, 216, 220.*

Mrs. Coyne

BISC 304 (2)(C) Histology II: Human Microscopic Anatomy and Pathology with Laboratory

Analysis of structure-function relationships of human systems, based principally on microscopic techniques. Examination of structural changes caused by selected disease states in each system, as well as discussion of recent literature. Laboratory study includes tissue preparation for microscopy, as well as hands-on experience at the transmission electron microscope. 1.25 units of credit. *Prerequisite: 206.*

Mr. Smith

BISC 305 (2)(C) Seminar. Evolution

Topic for 1996–97: “A Brief History of Life” Major events in the history of life. Origin of life from non-life, evolution of replicatory molecules, origin of eukaryotic cellular structure, diversification of organic kingdoms and animal phyla, development of strategies for life in terrestrial environments. *Prerequisites: all 200-level distribution requirements in Biological Sciences or by permission of the instructor.*

Ms. Buchholtz

BISC 306 (1)(C) Principles of Neural Development with Laboratory

Aspects of nervous system development and how they relate to the development of the organism as a whole. Topics such as axon guidance, programmed cell death, trophic factors, molecular bases of neural development, synaptogenesis, transmitter plasticity, and the development of behavior will be discussed. Laboratory sessions will focus on a variety of methods used to define developing neural systems. 1.25 units of credit. *Prerequisite: 213 or 216, or by permission of the instructor.*

Mrs. Beltz, Ms. Paul

BISC 307 (2)(C) Advanced Topics in Ecology with Laboratory

NOT OFFERED IN 1996–97. Conservation Biology. This course addresses the preservation and maintenance of biological communities, species, or populations undergoing a reduction of space or numbers. Lectures and discussions focus on selected topics in conservation biology including population viability, species extinctions and invasions, habitat fragmentation, ecosystem restoration and environmental policies. Course format includes lectures and critical discussion of current research papers. 1.25 units of credit. *Prerequisite:* 201 or by permission of the instructor.

Mr. Rodenhouse

BISC 308 (1)(C) Tropical Ecology with Wintersession Laboratory

Ecology of rainforest animals and plants, coral reefs, and mangrove forests are examined. Lectures and discussions during the fall prepare students for the 18-day field laboratory taught in Belize and Costa Rica. The first half of the laboratory is based on an island bordering the world's second longest barrier reef; living and laboratory facilities for the second half of the course are in intact lowland rainforest. Laboratory work is carried out primarily out-of-doors and includes introductions to the flora and fauna, as well as field tests of student-generated hypotheses. Participating students will be required to pay their airfare to and from Central America. 1.25 units of credit. *Prerequisites:* 201 or 210 and permission of the instructors.

Ms. Moore, Mr. Rodenhouse

BISC 312 (1)(C) Seminar. Endocrinology

This course investigates endocrine tissues at several levels of organization. The introductory section covers signal transduction in response to hormones at the cellular level. The second section covers neuroendocrinology (the pituitary gland and its control by the brain) while the final section focuses on selected areas of endocrinology in which several systems (endocrine and non-endocrine) interrelate to control body function, such as reproduction; salt/water metabolism and blood pressure; calcium/phosphate metabolism and bone physiology; growth and development; carbohydrate, protein and lipid metabolism. *Prerequisite:* 110 and one of the following—203, 206, 213, 216, 220.

Mrs. Coyne

BISC 313 (1)(C) Microbial Physiology and Biochemistry with Laboratory

The study of the chemical activities (cellular growth and its physiological basis, metabolic patterns, biochemical and molecular genetics, and the relation of structure to function) of microorganisms as model systems in order to explain living processes in molecular terms. Emphasis on experimental approaches and current literature. In the laboratory, group experimental problems designed to allow the development of research techniques and analysis will be approached. 1.25 units of credit. *Prerequisite:* 219 or 209 and Chem. 211, or by permission of the instructor.

Ms. Faison

BISC 314 (1)(C) Immunology with Laboratory

This course will study the immune system of mammals with an emphasis on humans. Student participation and use of original literature will be emphasized. Topics will include the generation of the immune response, T and B cell antigen receptors, cellular interactions underlying immune reactions, cytokines and their regulatory effects, tolerance, host response to infectious agents, transplantation and tumors as well as malfunctions of the immune system, including allergy, autoimmunity and immunopathology. The laboratory will involve experiments to induce immunity in animals with subsequent evaluation of humoral and cell mediated immune responses. 1.25 units of credit. *Prerequisite:* 220 or by permission of the instructor.

Mrs. Blazar, Mrs. Leavitt

BISC 315 (2)(C) The Neurobiology of Learning and Memory with Laboratory

This course is designed to provide an overview of current research regarding the neural substrates of learning and memory. During the first half of the semester, we will focus on mammalian animal models and human amnesia cases and investigations of the neuroanatomical regions and neurotransmitter systems thought to be involved in memory formation. During the second half of the semester, we will review the physiological and biochemical changes in the brain that accompany, and perhaps account for, learning and memory. In the accompanying laboratory, we will examine the effects of brain lesions on behavior, and neurochemistry in the rat. 1.25 units of credit. *Prerequisite:* 213 or 302 or 306, or by permission of the instructor.

Ms. Berger-Sweeney, Ms. Paul

BISC 316 (2)(C) Molecular Biology with Laboratory

The practical applications of recombinant DNA techniques to the study of the control and organization of genes at the molecular level. The course will be centered around a laboratory project designed to provide experience with the methodologies used in molecular biology (e.g., molecular cloning, gene mapping, mutagenesis and expression, DNA sequencing, computer analysis of nucleic acid and protein structure and homology). 1.25 units of credit. *Prerequisite: 219 and permission of the instructor.*

Mr. Webb

BISC 317 (2)(C) Plant Cell and Molecular Biology, with Laboratory

The Cell Biology and Biochemistry of plant cells. An in-depth analysis of structure to function relationships in plant cells. Topics to be discussed include the cytoskeleton, membrane bound organelles, protein transport and processing, and the biochemistry of photosynthesis. Student participation and use of original literature will be emphasized. The laboratory involves a semester-long research project in plant cell biology that generally involves some of the following techniques: electrophoresis, measurements of photosynthetic CO₂ fixation and O₂ evolution, chlorophyll fluorescence analysis, Western and Northern blotting and enzymatic assays. 1.25 units of credit. *Prerequisite: 220 and Chemistry 211.*

Mr. Harris

BISC 330 (1)(C) Seminar

Topic for 1996–97 to be announced.

Staff

BISC 331 (2)(C) Seminar

Topic for 1996–97: Physiological Ecology of Animals. The focus of this course will be respiratory and circulatory adaptations of both vertebrate and invertebrate animals to hostile environments. Topics may include air-breathing in fishes, dive reflexes, comparative aspects of temperature regulation, adjustments for exercise, altitude and hydrostatic pressure, life without light, and the functional morphology of gills, lungs, tracheal systems and the heart. The course will emphasize student participation, and will make extensive use of the original literature. *Prerequisite: 203 or by permission of the instructor.*

Mr. Cameron

BISC 332 (2)(C) Advanced Topics in Psychobiology

NOT OFFERED IN 1996–97. *Prerequisite: 213 or by permission of the instructor.*

Staff

BISC 333 (1) Seminar

Topic for 1996–97 to be announced.

Staff

BISC 350 (1)(2) Research or Individual Study

Open by permission of instructor, ordinarily to students who have taken at least 4 units in biology.

BISC 360 (1)(2) Senior Thesis Research

By permission of the department. See p. 73, Honors.

BISC 370 (1)(2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

Attention Called

CHEM 228 (1)(C)

Biochemistry I: Structure and Function of Macromolecules with Laboratory

CHEM 328 (2)(C)

Biochemistry II: Chemical Aspects of Metabolism with Laboratory

EXTD 124 (2)

Introduction to Marine Mammals

EXTD 203 (1)(B¹ or B²)

Ethical and Social Issues in Genetics

GEOL 305 (1)(C)

Paleontology with Laboratory. *Not offered in 1996–97.*

PHYS 103 (2)(C)

Physics of Whales and Porpoises

PHYS 222 (2)(C)

Medical Physics. *Not offered in 1996–97. Offered in 1997–98.*

Directions for Election

A major in Biological Sciences includes eight biology courses, at least 6 of which must be taken at Wellesley, plus 2 units of college chemistry. BISC 110 and 111 or their equivalent are required for the major. In addition, four 200 level courses are required, and must include at least one course from each of the following three groups: (206, 219, 220—Cell Biology); (203, 207, 213, 216—Systems Biology); (201, 209, 210, 217—Community Biology). At least two 300 level courses are also required for the major. One of these units, exclusive of 350, 360 or 370 work, must include laboratory. Additional chemistry beyond the two required units is strongly recommended or required for certain 300 level courses. Chemistry courses 228, 328 and Biological Sciences 350, 360 and 370 do not count toward the minimum major.

Courses 106, 107, 108 and 109, which do not count toward the minimum major in Biological Sciences, do fulfill the College Group C distribution requirements; 108 and 109 as a laboratory science; 106 and 107 as nonlaboratory science courses. Independent summer study also will not count toward the minimum major.

Within the major, students may design a program in general biology or one which emphasizes subjects dealing with animals, plants, or cellular/molecular mechanisms. A broad training in the various aspects of biology is recommended.

A minor in Biological Sciences (5 units) consists of: (A) two 100 level units and (B) two 200 level units and (C) one 300 level unit, excluding 350. Students planning a minor should consult the Chair.

Students interested in an interdepartmental major in Biological Chemistry are referred to the section of the Catalog where the program is described. They should consult with Ms. Hicks, the Director of the Biological Chemistry program.

Students interested in an interdepartmental major in Psychobiology are referred to the section of the Catalog where the program is described. They should consult with Ms. Koff or Ms. Berger-Sweeney, the Co-Directors of the Psychobiology Program.

Students interested in an individual major in Environmental Sciences should consult Ms. Moore or Mr. Rodenhouse.

Advanced Placement units in Biology do not count toward the minimum Biological Sciences major at Wellesley. Students with exceptional preparation that includes a strong laboratory experience may consider taking exemption exams

for BISC 110 and/or BISC 111. First-year students with 110 or 111 exemptions and wishing to enter upper level courses are advised to consult the Chair or the instructor in the course in which they wish to enroll. AP credit in Biology does not fulfill the Group C distribution requirement for a laboratory science course. In order to obtain Wellesley credit for any biology course taken at another institution during the summer or the academic year, approval must be obtained from the Chair of the Department prior to enrolling in the course. Once the student has enrolled at Wellesley, courses from two-year colleges will not be accepted at any level. Transfer students wishing to obtain credit for biology courses taken prior to enrollment at Wellesley should consult the Chair of the Department.

Students planning graduate work are advised to take calculus, statistics, organic chemistry, two units of physics, and to acquire a working knowledge of computers and a reading knowledge of a second language. They should consult the catalogs of the schools of their choice for specific requirements. Premedical students are referred to the requirements given in the Academic Program section.

Chemistry

Professor: Loehlin^A, Hicks (Chair), Kolodny, Coleman, Hearn, Merritt

Associate Professor: Haines, Stanley, Wolfson^A

Assistant Professor: Arumainayagam, Reisberg, Verschoor, Miwa, Caliguri, Ohline

Laboratory Instructor: Turnbull, Doe, Varco-Shea, Hall, Shawcross, Ebersole, Hill

Unless otherwise noted, all courses meet for two periods of lecture, one 50-minute discussion period and one three-and-one-half-hour laboratory appointment weekly. Chemistry 101, 227, 306 and the selected topics courses will generally be taught without laboratory, but may include laboratory for some topics.

The Chemistry Department reviews elections of introductory chemistry students and places them in 114, 115 or 120 according to their previous preparation and entrance examination scores. Students wishing to enter Chem 211 based on an Advanced Placement score must present a laboratory notebook or other evidence of prior laboratory work to the Department Chair.

Ordinarily, students who have taken one year of high school chemistry should elect Chemistry 114 followed by Chemistry 115. Chemistry 120 replaces 114 and 115 for some students with more than one year of high school chemistry.

CHEM 101 (1)(C) Contemporary Problems in Chemistry

Topic for 1996–97: The Chemistry of Photography. The purpose of this course is to give a general account of the theory of the photographic process, based on fundamental chemical and physical concepts. Topics to be considered will include: preparation in the light-sensitive layer of silver salts, the photochemical reaction caused by the action of light on this layer and the chemistry of transforming the light impression into a visible image. The composition and reactions of reducing agents, and the effects of pH, temperature and time on the developing process will be studied. The course will examine technological refinements in photography and how they influenced the works of some photographers. *Open to all students except those who have taken any Grade I Chemistry course.*

Mr. Caliguri

CHEM 102 (1)(C) Contemporary Problems in Chemistry with Laboratory

Topic for 1996–97: The Chemistry of Photography. The purpose of this course is to give a general account of the theory of the photographic process, based on fundamental chemical and physical concepts. Topics to be considered will include: preparation in the light-sensitive layer of silver salts, the photochemical reaction caused by the action of light on this layer and the chemistry of transforming the light impression into a visible image. The composition and reactions of reducing agents, and the effects of pH, temperature and time on the developing process will be studied. The course will examine technological refinements in photography and how they influenced the works of some photographers. *Open to all students except those who have taken any Grade I Chemistry course.*

Mr. Caliguri

CHEM 114 (1)(2)(C) Introductory Chemistry I with Laboratory

Review of stoichiometry, atomic and molecular structure, chemical bonding, energetics, transition-metal complexes and states of matter. Chemistry 114 is designed for students who have had one year of high school chemistry and mathematics equivalent to two years of algebra. Students who do not meet these prerequisites and wish to take 114 should consult the Department Chair. 1.25 units of credit.

The Staff

CHEM 114E (1)(C) and 115E (2)(C) Introductory Chemistry I and II with Laboratory

A topic-oriented approach to Introductory Chemistry. The course will be built around a series of modules, each dealing with a topic which illustrates a particular aspect of chemistry and applications of chemistry in other sciences and the broader society. The chemical concepts will be introduced as needed to understand the topic under consideration, and many concepts will be encountered several times in increasing depth, during the course of the two semesters. The general course title for 1996–97 is “Earth, Air, Fire and Water” and modules will include the occurrence and discovery of the elements; atmospheric photochemistry; the search for new energy sources; new materials for new applications; and chemistry and agriculture, among others. The concepts that will be covered include stoichiometry, atomic and molecular structure, thermodynamics, kinetics, equilibrium, solid

state materials, acids and bases, and nuclear chemistry. *Students who take only 114C will receive 1.25 units of credit. Students who wish to take a second semester must enroll in 115C and may not enroll in another 115 section.*

Mr. Coleman

CHEM 115 (1)(2)(C) Introductory Chemistry II with Laboratory

Properties of solutions, chemical equilibrium, kinetics, acids and bases, thermodynamics and electrochemistry. 1.25 units of credit. *Prerequisite: 114. Not open to students who have taken 114S.*

The Staff

CHEM 120 (1)(C) Intensive Introductory Chemistry with Laboratory

A one-semester alternative to 114 and 115 for students who have taken more than one year of high school chemistry. Atomic and molecular structure, thermodynamics, kinetics, chemical equilibrium, acids and bases, electrochemistry, nuclear chemistry and current topics in chemical research. Three periods of lecture, one 50-minute discussion and one three-and-one-half-hour laboratory meeting weekly. 1.25 units of credit. *Open only to students who have taken more than one year of high school chemistry. Not open to students who have taken any Grade I chemistry course.*

Mr. Coleman

CHEM 211 (1)(2)(C) Organic Chemistry I with Laboratory

Stereochemistry, synthesis and reactions of hydrocarbons, alkyl halides, alcohols and ethers. 1.25 units of credit. *Prerequisite: 115, 115S or 120 or by permission of the department.*

The Staff

CHEM 227 (2)(C) Introduction to Biochemistry

A comprehensive overview of the structure of macromolecules, bioenergetics and metabolism. No laboratory. Three periods of lecture per week. *Prerequisite: 211. This course cannot be counted toward a minimum major in Chemistry.*

Mr. Reisberg

CHEM 228 (1)(C) Biochemistry I: Structure and Function of Macromolecules with Laboratory

A study of the chemistry of nucleic acids and proteins with emphasis on structure-function relations and methodology; an introduction to enzyme kinetics and mechanisms. 1.25 units of credit. *Prerequisite: Biological Sciences 220 and Chemistry 211, or Chemistry 211 and 313.*

Ms. Hicks

CHEM 231 (1)(C) Physical Chemistry I with Laboratory

Properties of gases, chemical thermodynamics, properties of solutions and chemical kinetics. 1.25 units of credit. *Prerequisites: 115, 115S or 120, or by permission of the department, and Mathematics 116, 116Z, or 120 and Physics 107.*

Mr. Arumainayagam

CHEM 232 (2)(C) Physical Chemistry for the Life Sciences with Laboratory

With emphasis on applications to biochemistry, chemical thermodynamics, properties of gases and solutions and chemical kinetics. *Prerequisites: 115, 115S or 120, or by permission of the department, and Mathematics 116, 116Z, or 120 and Physics 104 or 107.*

The Staff

CHEM 241 (2)(C) Inorganic Chemistry with Laboratory

Structure of atoms, periodic properties, group theory, bonding models for inorganic systems, chemistry of ionic compounds, nonmetals, transition metal complexes, organometallic and bioinorganic chemistry. 1.25 units of credit. *Prerequisite: 313.*

Ms. Verschoor

CHEM 250 (1)(2)(C) Research or Individual Study

Open by permission to students who have taken 115, 115S, or 120. This course cannot be counted toward a minimum major in Chemistry.

CHEM 261 (1)(C) Analytical Chemistry with Laboratory

Classical and instrumental methods of separation and analysis, quantitative manipulations, statistical treatment of data. 1.25 units of credit. *Prerequisite: 115, 115S or by permission of the instructor.*

CHEM 306 (1)(C) Seminar. Material Chemistry

The field of materials chemistry has experienced explosive growth during the last two decades. This seminar course will stress the underlying chemical principles upon which the novel and useful properties of materials are founded. Topics to be explored include high temperature superconductors, semiconductors, novel catalytic materials, nano materials, "synthetic metals," nonlinear optical materials, diamond thin films, buckyball-derived materials. Several physical methods such as scanning tunneling microscopy (STM) for materials characterization will also be discussed. *Open to all students regardless of major who have completed two units of chemistry beyond the Grade I level and who have permission of the instructor.*

Mr. Arumainayagam

CHEM 313 (1)(2)(C) Organic Chemistry II with Laboratory

A continuation of 211. Includes spectroscopy, chemical literature, synthesis, reactions of aromatic and carbonyl compounds, amines, and carbohydrates. 1.25 units of credit. *Prerequisite: 211.*

The Staff

CHEM 319 (C) Selected Topics in Organic Chemistry

NOT OFFERED IN 1996–97.

CHEM 328 (2)(C) Biochemistry II: Chemical Aspects of Metabolism with Laboratory

An examination of reaction mechanisms, mechanisms of enzyme and coenzyme action; structures and metabolism of carbohydrates and lipids. 1.25 units of credit. *Prerequisite: 228.*

Ms. Hicks

CHEM 329 (C) Selected Topics in Biochemistry
NOT OFFERED IN 1996–97.

CHEM 333 (2)(C) Physical Chemistry II with Laboratory

Quantum chemistry and spectroscopy; structure of solids. 1.25 units of credit. *Prerequisites: 231, Physics 108 and Mathematics 205.*

Mr. Arumainayagam

CHEM 339 (C) Selected Topics in Physical Chemistry

NOT OFFERED IN 1996–97.

CHEM 349 (2)(C) Selected Topics in Inorganic Chemistry. Periodic Properties

Periodic Tables and Chemical Periodicity. The historical development of the modern periodic table from pre-alchemical times to the latter part of the nineteenth century. The underlying bases of chemical periodicity and the search for a third dimension to the periodic table. Charge-size arguments and chemical reactivity. Nuclear chemistry, the discovery of superheavy elements and the expansion of the periodic table from 1945. *Prerequisite: 241 or permission of instructor. Not open to students enrolled in Chem 306 in the fall of 1995.*

Mr. Coleman

CHEM 350 (1)(2) Research or Individual Study

Open by permission to students who have taken at least two units in chemistry above the Grade I level.

CHEM 360 (1)(2) Senior Thesis Research

By permission of department. See p. 73, Honors. Students in 360 and 370 will be expected to participate regularly in the Honors seminar. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

CHEM 363 (2)(C) Instrumental Analysis with Laboratory

Instrumental analysis with emphasis on data acquisition and manipulation. Electrochemical, spectroscopic and separation techniques for quantitative analysis. The laboratory will focus on the analysis of materials of environmental and/or biological importance. 1.25 units of credit. *Prerequisite: 261 or by permission of the department.*

The Staff

CHEM 370 (1)(2) Senior Thesis

Prerequisite: 360.

Directions for Election

Any student who plans to take chemistry beyond 115 or 120 should consult one or more members of the Chemistry Department faculty. The Department Handbook, available at the department office, Science Center 147, contains specific suggestions about programs and deals with a variety of topics including preparation in mathematics and physics, graduate programs and careers of former majors.

A major in chemistry includes: Chemistry 114 and 115, 114E and 115E, or 120; 211, 231, 313, and 333; two of the three courses 228, 241 or 261; *either* (option 1) two additional units of chemistry at the Grade II or Grade III level, at least one of which must include laboratory or (option 2) one additional unit of chemistry at the Grade II or Grade III level and a Grade II unit of Physics with laboratory (excluding 219). Independent study courses (350, 360 and 370) may be counted as *one* of the additional requirements in option 1 and as the additional chemistry requirement in option 2. An independent study course which is predominantly a reading course cannot be used to satisfy the laboratory requirement of option 1. *It is strongly recommended that all required 200 level courses be completed by the end of junior year.* In addition, Mathematics 205 and Physics 108 are required. The mathematics and physics courses may be counted toward a minor in those departments. Early completion of the Physics requirement is encouraged. (Students who present physics for admission are encouraged to elect Physics 107 instead of 104. Students who begin mathematics at 115 or 116 are encouraged to enroll in the experimental calculus course 116Z.)

Students planning graduate work in chemistry or closely allied fields should strongly consider additional mathematics and physics courses. Extradepartmental 261 (Mathematics for the Physical Sciences) is particularly appropriate for students with interest in physical or inorganic chemistry.

Students interested in the interdepartmental major in Biological Chemistry are referred to the section of the Catalog where that major is described. They should also consult with the Director of the Biological Chemistry program.

All students majoring in chemistry are urged to develop proficiency in the use of one or more computer languages.

A minor in chemistry (5 units for 120 option, 6 units for 114/115 option) consists of: Chemistry 114/115, 114E/115E or 120; 211 and 231 or 232; a choice of 228, 241 or 261; 1 additional 200 or 300 level unit, excluding 350. The mathematics and physics prerequisites for Chemistry 231 or 232 must also be satisfied. Normally no more than 1 unit in Chemistry from another institution may be counted toward the minor.

The American Chemical Society has established a set of requirements which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the Chair of the Department of Chemistry.

Teacher Certification

Students interested in obtaining certification to teach chemistry in the Commonwealth of Massachusetts should consult the Chair of the Education Department.

Placement and Exemption Examinations

For exemption with credit, students will be expected to submit laboratory notebooks or reports following successful completion of the exemption exam. For non-majors, AP credit in Chemistry does not fulfill the Group C distribution requirement for a laboratory science course.

Credit for Courses Taken At Other Institutions

In order to obtain Wellesley credit for any chemistry course taken at another institution during the summer or the academic year, approval must be obtained from the Chair of the Department prior to enrolling in the course. In general, courses from two-year colleges will not be accepted at any level. Level 3 credit will not be approved for the second semester of organic chemistry taken at any other institution. These restrictions normally apply only to courses taken after enrollment at Wellesley. Transfer students wishing to obtain credit for chemistry courses taken prior to enrollment at Wellesley should consult the Chair of the Department.

Withdrawal From Courses With Laboratory

Students who withdraw from a course which includes laboratory, and then elect that course in another semester, must complete both the lecture and laboratory portions of the course the second time.

Chinese

Professor: *Ma (Chair)*

Associate Professor: *Lam*

Assistant Professor: *Mou, Trumbull*

Language Instructor: *Chen, Zhao*

Teaching Assistant: *Buzzell*

CHIN 101–102 (12)(A) Beginning Chinese

Introduction to pinyin romanization, standard pronunciation, basic grammar and the development of reading skills of simple texts and character writing. Computer program for pronunciation and grammar will be used extensively. Four 70-minute classes plus one 30-minute small group to be arranged. Both semesters must be completed satisfactorily for 2.5 credits. *Open to students with no background or previous Chinese language training.*

Mrs. Ma and Staff

CHIN 103–104 (12)(A) Advanced Beginning Chinese

Introduction to pinyin romanization, standard pronunciation, basic grammar and the development of reading skills of simple texts and character writing. Computer program for pronunciation and grammar will be used extensively. Four 70-minute classes plus one 30-minute small group to be arranged. Both semesters must be completed satisfactorily for 2.5 credits.

Section a: Open to students who can speak some Chinese: Mandarin or other Chinese dialect.

Section b: Open to students who have some knowledge of reading and writing Chinese characters.

Mrs. Ma and Staff

CHIN 106 (1)(A)(MR) Chinese Literature: Before the Song Dynasty

Chinese literature from antiquity through the Tang Dynasty (618–960 A.D.). Various aspects of the classical tradition will be examined: important philosophical trends (Confucianism, Taoism, and Buddhism) and their impact on literature, main genres of Chinese poetry, the evolution of philosophical and historical prose, and the rise of vernacular writings. Two 70-minute periods. *Course taught in English and open to all students.*

Ms. Mou

CHIN 107 (2)(A)(MR) Chinese Literature: The Song Dynasty and After

This course covers major developments in Chinese literature from the beginning of the Song Dynasty (960 A.D.) up to today. In the first half of the course, late Imperial China, we will focus on verse from the Song and Ming, dramas from the Yuan, short stories from the Ming, and a novel from the Qing. In the second half, which focuses on writing from contemporary Taiwan, Hong Kong, and the People's Republic of China, we will examine how modern writers forge new links with classical culture. Course taught in English and open to all students.

Mr. Trumbull

CHIN 201–202 (12)(A) Intermediate Chinese

Further training in listening comprehension and oral expression form the course in second-year Chinese. Continued work on the Chinese writing system, emphasizing the acquisition of an acceptable expository style. Four 70-minute classes plus one 30-minute small group to be arranged. Students receive 2.5 units of credit provided they complete both semesters satisfactorily. *Prerequisite: 101–102 or by permission of the instructor.*

Mrs. Lam

CHIN 203–204 (12)(A) Advanced Intermediate Chinese

Further training in listening comprehension and oral expression form the course in second-year Chinese. Continued work on the Chinese writing system, emphasizing the acquisition of an acceptable expository style. Sections will meet for four 70-minute classes plus one 30-minute small group to be arranged. Students receive 2.5 units of credit provided they complete both semesters satisfactorily. *Prerequisite: 103–104 or by permission of the instructor.*

Mrs. Lam and Staff

CHIN 213 (2)(A)(MR) Diverse Cultures of China

A study of the cultural issues pertaining to the minority peoples of China. Lectures and films are organized to examine their life in the past and their present situation. This study emphasizes the formation or erosion of cultural identity and the interaction between the minorities and the Han Chinese throughout history. *Course taught in English and open to all students.*

Mrs. Lam

CHIN 235/JPN 235 (2)(A)(MR) A Tale and A Dream: A Comparative Study of *The Tale of Genji* and *The Story of the Stone*

Students will read the complete translation of both texts. The course examines the effect of Chinese and Japanese cultures on the writing and the reading of the two novels, and also the reciprocal effect of the novels on the cultures. We will explore a variety of topics including attitudes toward love, food, sex, death, and familial relationships. Videos and movies will be shown to supplement the reading, and guest lectures will be arranged to provide in-depth analysis on particular topics critical to the two novels. Two 70-minute periods. *No prerequisites.*

Ms. Mou and Ms. Morley

CHIN 243 (1)(A)(MR) Chinese Cinema

Contemporary film from Hong Kong, Taiwan and the People's Republic of China. This course investigates the history of the Chinese film industry; the issue of cultural hegemony (the power Hollywood is thought to exert over film industries of the "Third World"); cinematic constructions of Chinese gender, family, nationhood and individuality; and applications of contemporary Western film theory. *Course taught in English and open to all students. (Students who have taken Chinese 141 may not take this course).*

Mr. Trumbull

CHIN 244 (A)(MR) Chinese American Culture

A comparative approach to Chinese American literature and film, probing the questions of how Chinese American authors resist mainstream American trends in the arts and how they draw cultural power from the "Old Country," China. *Course taught in English. (Students who have taken Chinese 143 may not take this course). Not offered in 1996-97.*

CHIN 301 (1)(A) Advanced Chinese I

This course is designed to expand students' comprehension, speaking, reading and writing skills. Reading materials will be selected from newspapers, short stories, essays, and films. Three 70-minute classes conducted in Chinese. *Prerequisite: 201-202 or by permission of the instructor.*

Mrs. Ma

CHIN 302 (2)(A) Advanced Chinese II

Advanced language skills are further developed through contact with diverse writings in modern Chinese. Reading materials will be selected from Chinese newspapers, modern drama and screen-

plays. Audio and video tapes of films will be used as study aids. Three 70-minute classes conducted in Chinese. *Prerequisite: 301 or permission of the instructor.*

Staff

CHIN 306 (1)(A) Advanced Reading in 20th-Century Culture

A course designed for higher level students who wish to refine their proficiency in Chinese. A wide-ranging introduction to texts written by contemporary scholars and writers. Three 70-minute classes. *Prerequisite: 203-204, 302 or by permission of the instructor.*

Mrs. Lam

CHIN 310 (2)(A) Introduction to Classical Chinese

Basic grammar and vocabulary of classical Chinese, explored through readings selected from canonical sources in literature, philosophy and history. Special attention will be paid to grammatical differences between classical and modern Chinese. Three 70-minute classes. *Prerequisite: 203-204, 301, or 302 or by permission of the instructor.*

Mrs. Lam

CHIN 316 (1)(A) 20th-Century Literature

The main objective of this course is to further develop students' reading and writing skills, through the study of 20th-century literary works as its basis. In-class, computer-assisted writing is a regular part of the class, thus, once every week the class will meet in a writing lab. Three 70-minute classes. Course taught in Chinese/English. *Prerequisite: 302, 306, 307, 310 or by permission of the instructor.*

Ms. Mou

CHIN 330 (2)(A)(MR) Women in Chinese Literature

This course surveys over three thousand years of Chinese literature, examining how certain notions and paradigms about Chinese womanhood are developed, molded, adopted, and perpetuated by both male and female writers. Topics will include the chaste woman tradition, gender ventriloquism (particularly male versifying from a female point of view), the lyrics of Li Qingzhao, and other popular images of women in traditional fiction and drama. Two 70-minute classes. A background in feminist literary theory and/or women's writing is helpful but not required.

Taught in English. Open to students who have taken 106 or 107 (previously 105, 241 or 242), or by permission of the instructor.

Ms. Mou

CHIN 340 (1)(A)(MR) Topics in Chinese Literature

A course of variable content focusing on different themes. The 1996–97 theme will be Shanghai. The course will explore the emergence of Shanghai as the undisputed center of Chinese cultural ferment in the twentieth century. We will cover Shanghai's rise as a colony under the joint control of England, France, Japan, and the United States; foreign images of Shanghai in literature and film; native depictions of colonial oppression; the applicability of postcolonial theory; and the influence of Shanghainese culture on present-day Chinese literature and film. *Course taught in English. Open to students who have taken Chinese 106 or 107 (previously 105, 241, or 242), or by permission of instructor.*

Mr. Trumbull

CHIN 350 (1)(2) Research or Individual Study

Open by permission to qualified students.

CHIN 360 (1)(2) Senior Thesis Research

By permission of department. See p. 73, Honors.

CHIN 370 (1)(2) Senior Thesis

Prerequisite: 360.

Attention is called to the list of courses on literature in translation, on p. 289.

Directions for Election

The goal of the Chinese major is to provide students with a solid foundation in the disciplines of Chinese language and literature through intensive language training and broad exposure to Chinese literary and cultural traditions through literature/culture courses taught in both English and Chinese. Students are strongly encouraged to begin their Chinese language study during their first year at Wellesley. In addition, the Chinese Department strongly recommends that all majors spend a summer and/or a semester of their junior year studying Mandarin at an approved program in China, Taiwan, or Hong Kong.

The Chinese major consists of a minimum of 10 courses. The following three sets of guidelines for

the Chinese major have been devised in order to meet the needs of students who come to Wellesley with differing Chinese language backgrounds.

A. Students beginning their Chinese language study at Wellesley in Chinese 101–102, Chinese 103–104 or Chinese 201–202 shall complete the 10-course Chinese major as follows: Five language courses from among 101–102* or 103–104*; 201–202* or 203–204*; 301; 302; 306; Chinese 310 or 316; Chinese 106 and 107 (taught in English); two additional literature/culture courses from among Chinese 213, 243, 244, 316, 330, 340 (which may be repeated once for credit). At least one of these courses must be at the 300-level.

B. Students beginning their Chinese language study at Wellesley in Chinese 203–204 shall complete the 10-course Chinese major as follows: Three language courses consisting of 203–204* and 306; Chinese 310 and 316; Chinese 106 and 107 (taught in English); three additional literature/culture courses taught in English from among 213, 243, 244, 330, 340 (340 may be repeated once for credit). At least one of these courses must be at the 300-level.

C. Students beginning their Chinese language study at Wellesley in third-year Chinese shall complete the 10-course Chinese major as follows: Two language courses from among 301, 302, 306; Chinese 310 or 316; Chinese 106 and 107 (taught in English); five additional literature/culture courses from among Chinese 213, 243, 244, 316, 330, 340 (340 may be repeated once for credit). At least two of these courses must be at the 300 level.

Study Abroad

A maximum of three courses taken abroad may be counted toward the Chinese major. Students should note that more credit may be counted toward the Wellesley degree. In order to earn credit for study abroad, students must obtain prior consent from the Registrar's Office and the Chinese Department chair and they must pass a placement test administered by the Chinese Department upon return to Wellesley. In addition, in order to assess students' work abroad syllabi, written work, examinations and grades must be presented to the Chinese Department chair.

*counts as two courses.

Chinese Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Cohen, Ma*

The major in Chinese Studies is designed for students whose interests are in areas other than language or literature. It requires at least two years of Chinese language training and a minimum of four units from among the courses listed below, at least two of which must be from outside the Chinese Department and at least two of which must be at the 300 level.

CHST 350 (1)(2) Research or Individual Study
Open by permission to juniors and seniors.

CHST 360 (1)(2) Senior Thesis Research
By permission of director. See p. 73, Honors.

CHST 370 (1)(2) Senior Thesis
Prerequisite: 360.

ARTH 248 (2)(A)(MR)
Arts of China

ARTH 337 (A)(MR)
Seminar. Art Traditions Shared by China and Japan. *Not offered in 1996-97.*

CHIN 106 (1)(A)(MR)
Chinese Literature: Before the Song Dynasty (In English)

CHIN 107 (2)(A)(MR)
Chinese Literature: The Song Dynasty and After (In English)

CHIN 213 (2)(A)(MR)
Diverse Cultures of China (In English)

CHIN 235/JAPN 235 (2)(A)(MR)
A Tale and A Dream: A Comparative Study of *The Tale of Genji* and *The Story of the Stone*

CHIN 243 (1)(A)(MR)
Chinese Cinema (In English)

CHIN 244 (A)(MR)
Chinese American Culture (In English). *Not offered in 1996-97.*

CHIN 316 (1)(A)
20th-Century Literature (In Chinese/English)

CHIN 330 (2)(A)(MR)
Women in Chinese Literature (In English)

CHIN 340 (1)(A)(MR)
Topics in Chinese Literature (In English). Topic for 1996-97: Shanghai

ECON 239 (B²)(MR)
The Political Economy of East Asian Development. *Not offered in 1996-97.*

HIST 275 (1)(B¹)(MR)
Imperial China

HIST 276 (2)(B¹)(MR)
China in Revolution

HIST 346 (B¹)(MR)
Seminar. China and America: The Evolution of a Troubled Relationship. *Not offered in 1996-97.*

HIST 365 (B¹)(MR)
The Chinese Diaspora

HIST 347 (1)(B¹)(MR)
The Cultural Revolution in China

HIST 352 (B¹)
Seminar. Tiananmen as History. *Not offered in 1996-97.*

POL2 208 (1)(B²)(MR)
Politics of China and Japan

POL2 239 (B²)(MR)
Political Economy of East Asian Development. *Not offered in 1996-97.*

POL3 328 (1)(B²)
After the Cold War

REL 108 (1)(B¹)(MR)
Introduction to Asian Religions

REL 108M (1)(B¹)(MR)
Introduction to Asian Religions

REL 253 (B¹)(MR)
Buddhist Thought and Practice. *Not offered in 1996-97.*

REL 254 (2)(B¹)(MR)
Chinese Thought and Religion

REL 353 (B¹)(MR)
Seminar. Zen Buddhism. *Not offered in 1996-97.*

WOST 248 (1)(A)(MR)
Asian American Women Writers

WOST 250 (B¹)(MR)
Asian Women in America. *Not offered in 1996-97.*

Classical Civilization

AN INTERDEPARTMENTAL MAJOR

Director: *Lefkowitz*

The Interdepartmental Program in Classical Civilization offers students the opportunity to explore the ancient world through an integrated, cohesive group of courses worked out by the student and her advisor. Individual programs are tailored to meet students' specific interests, such as Classical Literature, Ancient Theater, Material Culture and Archaeology, Ancient Philosophy and Political Theory, Ancient Religion, and the Classical Tradition. A brochure listing suggested courses for these and other options is available in the Departments of Greek and Latin. All students majoring in Classical Civilization must take four units in one of the ancient languages and two units (not necessarily in the languages) at the 300 level. Students are strongly encouraged to elect at least one course involving the material culture of the ancient world. Interested students are encouraged to consult the Director of the Classical Civilization Program early in order to choose an advisor and plan the best program of study.

CLCV 104 (1)(A) Classical Mythology

The religious origins of myth; its treatment in ancient literature; its role as perhaps the most influential legacy of Greek and Roman civilizations. The narrative patterns of ancient myths that continue to determine how male and female lives are described and portrayed in modern literature. Reading from ancient sources in English translation. *Open to all students.*

Mrs. Lefkowitz

CLCV 105 (2)(A) Greek and Latin Literature in Translation

A survey of the greatest works of the poets, dramatists, historians, philosophers, and biographers of Greece and Rome. Readings in translation from the ten centuries spanning Homeric Greece and Imperial Rome.

Mr. Colaizzi

CLCV Classical Civilization 120/Writing 125 04 (1)(A) The Trojan War

Heroes and heroines at Troy; Greek victory and Trojan defeat; the homecoming of the heroes. Selected readings in translation from Homer's *Iliad* and *Odyssey*, Euripides' *Trojan Women* and *Hecuba*, and Vergil's *Aeneid*. Recent critical

essays on the epics and on Euripides' tragedies. Emphasis on development of writing skills. Course fulfills first-year writing requirement, and also counts as unit for Group A distribution requirement and Classical Civilization major. Three meetings. *Open only to first-year students.*

Miss Geffcken

CLCV Classical Civilization 121/Writing 125 (2)(A) Law and Society in Classical Greece

NOT OFFERED IN 1996–97. The development of a complex and subtle legal code in ancient Athens; the provisions of the law and its effects on society; the relationship between the law and actual behavior, focusing on the law of persons (legal status, the family, marriage, slavery) and business law (contracts). Methods of persuading a jury then and the audiences for your writing now. Readings in translation from real speeches delivered in Greek courtrooms; exercises focusing on reasoning, argumentation, persuasion; recreating legal situations and simulating courtroom presentations. *Open only to first-year students.*

Mr. Starr

CLCV 210/310 (2)(A) Greek Drama in Translation

NOT OFFERED IN 1996–97. Reading in English translation of tragedies by Aeschylus, Sophocles, and Euripides. Focus on the plays in their social, ritual, and political contexts; special attention to issues of performance; comparison with contemporary drama and film. *Prerequisite: 210 open to all students; 310 by permission of the instructor.*

Ms. Dougherty

CLCV 215/315 (2)(A) Women's Life in Greece and Rome

Were the ancient Greeks and Romans misogynists? Did their attitudes set the pattern for discrimination against women in modern European literature and life? Does modern feminist theory help or hinder the investigation of these questions? Reading from ancient historical, religious, medical, and legal documents in English translation. 315 by permission of the instructor. *Open to all students.*

Mrs. Lefkowitz

CLCV 216 (2)(B) The Age of Augustus, the First Roman Emperor

Augustus' spectacular rise to power in the late Republic and his establishment of the Roman

Empire with its peculiar monarchy that endured for centuries. His position as Julius Caesar's heir, his rivalry with Mark Antony, the role of his wife, Livia, the problem of succession, and constitutional and social reforms. The cultural achievements of Augustus' reign, including art and architecture, literature, and empire-wide propaganda. *Open to all students.*

Mr. Erasmo

CLCV 217/317 (1)(B¹) Neronian Rome

An introduction to Roman culture at the time of the Emperor Nero, who was immortalized by Romans and the emergent Christian movement as a symbol of decadence and violence. Neronian Rome's political, social, and intellectual history, including the influence of Nero's precursor Gaius Caligula and the role of women in Nero's court, its "theatrical" approach to literature and the arts, and its material splendour. Images of Nero's reign in modern film. *This course may be taken as 217 or, with additional assignments 317. Prerequisite: 217, open to all students; 317, by permission of the instructor.*

Mr. Erasmo

CLCV 236/336 (1)(B¹) Greek and Roman Religion

NOT OFFERED IN 1996-97. The founders of Western Civilization were not monotheists. Rather, from 1750 BC until AD 500 the ancient Greeks and Romans sacrificed daily to a pantheon of immortal gods and goddesses who were expected to help mortals achieve their earthly goals. How did this system of belief develop? Why did it capture the imaginations of so many millions for over 2,000 years? What impact did the religion of the Greeks and Romans have upon the other religions of the Mediterranean, including Judaism and Christianity? Why did the religion of the Greeks and Romans ultimately disappear? This course may be taken as either 236 or, with additional assignments, 336. *Prerequisite: 236, open to all students; 336, by permission of the instructor.*

Mr. Rogers

CLCV 241 (2)(B¹) Medicine and Science

NOT OFFERED IN 1996-97. A survey of medical practice in the Near East, Greece, and Rome focusing on the development of rational medicine under Hippocrates and the medical achievements of the Hellenistic era. Also, theories of physical and mental diseases and their consequences for later Western medical practice,

doctor-patient relations, malpractice suits, the cult of the healing god Asclepius, and miracle cures. *Open to all students.*

Mr. Rogers

CLCV 243 (2)(B¹) Roman Law

NOT OFFERED IN 1996-97. OFFERED IN 1997-98. Ancient Roman civil law; its early development, codification, and continuing alteration; its historical and social context (property, family, slavery); its influence on other legal systems. Extensive use of actual cases from antiquity. *Open to all students.*

Mr. Starr

CLCV 335 (1)(B¹) The Politics of the Past

NOT OFFERED IN 1996-97. OFFERED IN 1997-98. Study of Ancient Greece and Rome as reinvented by later societies. Examples include: the American Constitution and the Roman Republic; Athenian Democracy and 19th-century liberalism; Greek sexual life and Victorian homosexuality; the current Black Athena controversy. Politics, art, literature, scholarship and private life will be considered. *Prerequisite: one unit of Classical Civilization, Greek, Latin, or ancient History.*

Ms. Marvin

CLCV 350 (1)(2) Research or Individual Study

Open to seniors by permission.

CLCV 360 (1)(2) Senior Thesis Research

By permission of department. See p. 73, Honors.

CLCV 370 (1) or (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

ANTH 242 (2)(B²)

The Rise of Civilization

ARTH 100 (1)(A)

Introduction to the History of Art: Ancient and Medieval Art

ARTH 101 (2)(A)

Introduction to the History of Art: Renaissance to the Present

ARTH 100/Writing 125 05 (1)(A)
Introduction to the History of Art: Ancient and Medieval Art/Writing 125

ARTH 101/Writing 125 03 (2)(A)
Introduction to the History of Art: Renaissance to the Present/Writing 125

ARTH 241 (1)(A)(MR)
Egyptian Art. *Not offered in 1996–97.*

ARTH 242 (2)(A)
Greek Art

ARTH 243 (2)(A)
Roman Art. *Not offered in 1996–97.*

ARTH 334 (2)(A)
Seminar. Issues in Ancient Art and Archaeology. *Not offered in 1996–97.*

ARTH 382 (2)(A)
Introduction to Ancient Egyptian Art and Iconography. *Not offered in 1996–97.*

ARTH 387 (2)(A)
The Egyptian Department and Its Excavations. *Not offered in 1996–97.*

EXTD 200 (1)(A)
Classic Western Texts in Contemporary Perspective. *Not offered in 1996–97.*

HIST 100 (1)(B¹)
Introduction to Western Civilization

HIST 229/329 (2)(B¹)
Alexander the Great: Psychopath or Philosopher King? *Not offered in 1996–97.*

HIST 230 (1)(B¹)
Greek History from the Bronze Age to the Death of Philip II of Macedon. *Not offered in 1996–97.*

HIST 231 (2)(B¹)
History of Rome. *Not offered in 1996–97.*

HIST 232 (2)(B¹)
The Making of the Middle Ages, 500–1200

ITAL 263 (1)(A)
Dante (in English)

PHIL 201 (1)(B¹)
Ancient Greek Philosophy

PHIL 310 (2)(B¹)
Seminar in Ancient Philosophy

PHIL 312 (2)(B¹)
Aristotle. *Not offered in 1996–97.*

POL4 240 (1)(B²)
Classical and Medieval Political Theory

REL 104 (1)(B¹)
Introduction to the Hebrew Bible/Old Testament

REL 105 (1)(2)(B¹)
Introduction to the New Testament

REL 204 (B¹)(MR)
Law, Social Order and Religious Practice in the Hebrew Bible/Old Testament

REL 206 (B¹)
Prayer, Wisdom, and Love in the Hebrew Bible/Old Testament. *Not offered in 1996–97.*

REL 211 (1) (B¹)
Jesus of Nazareth.

REL 212 (1)(B¹)
Paul: The Controversies of an Apostle. *Not offered in 1996–97.*

REL 243 (1)(B¹)
Women in the Biblical World

REL 298 (2)(A)
New Testament Greek

REL 342 (B¹)
Seminar. Rabbis, Romans, and Archaeology. *Not offered in 1996–97.*

Classical and Near Eastern Archaeology

AN INTERDEPARTMENTAL MAJOR

Director: *Marvin*

The purpose of a major in Classical and Near Eastern Archaeology is to acquaint the student with the complex societies of the Old World in antiquity.

The program for each student will be planned individually from courses in the Departments of Anthropology, Art, Greek, History, Latin, Philosophy, and Religion as well as from the architecture and anthropology programs at MIT. The introductory course in archaeology (Anthropology 106) or its equivalent is required for all archaeology majors.

Students who concentrate in classical archaeology must normally have at least an elementary knowledge of both Greek and Latin, and take both Greek and Roman history as well as Greek and Roman art. Students who concentrate on the ancient Near East must have an elementary knowledge of one ancient Near Eastern language (attention is called to the Brandeis exchange program) and take Anthropology 242 which details the emergence of early urban societies in the Near East, Religion 203 which traces their later history, and Egyptian Art (Art 241).

Students should plan for at least one summer of excavation and/or travel.

CNEA 350 (1)(2) Research or Individual Study

Open by permission to juniors and seniors.

CNEA 360 (1)(2) Senior Research Thesis

By permission of Directors. See p. 73, Honors.

CNEA 370 (1)(2) Senior Thesis

Prerequisite: 360.

Cognitive Science

AN INTERDEPARTMENTAL MAJOR

Director: *Lucas*

A major in Cognitive Science is designed to provide students with the breadth necessary for an interdisciplinary approach to the study of the mind, as well as with substantive training in one of the component disciplines (Psychology, Artificial Intelligence, Linguistics, or Philosophy).

Students majoring in cognitive science must take three of the following four courses, although it is strongly recommended that four courses be taken. In choosing courses students should be aware of prerequisites for core and concentration courses. A minimum of ten courses is required for the major.

Students are urged to consult the MIT Catalogue for additional offerings in the major.

CS 111 (1)(2)(C)

Introduction to Computer Science

LANG 114 (1)(B²)

Introduction to Linguistics

PSYC 101 (1)(2)(B²)

Introduction to Psychology

PHIL 215 (1)(B¹)

Philosophy of Mind

In addition, students must take the following three courses:

CS 230 (1)(2)(C)

Data Structures

PSYC 217 (2)(B²)

Cognition

PSYC 330 (2)(B²)

Topics in Cognitive Science. Topic for 1996-97: Consciousness

The student must also design a concentration for the major that involves a minimum of four courses, one of which must be at the 300 level. Independent studies (350) and honors projects (360 and 370) can count toward this requirement. In designing concentrations, students may also choose from the following list of electives:

CGSC 350 (1)(2) Research or Individual Study

Open by permission to juniors and seniors.

CGSC 360 (1)(2) Senior Thesis Research

By permission of director. See p. 73, Honors.

- CSGC 370 (1)(2) Senior Thesis
Prerequisite: 360.
- BISC 213 (1)(2)(C)
Biology of Brain and Behavior with Laboratory
- BISC 315 (2)(C)
The Neurobiology of Learning and Memory with Laboratory
- CS 231 (1)(C)
Fundamental Algorithms
- CS 232 (1)(C)
Artificial Intelligence
- CS 235 (2)(C)
Languages and Automata
- CS 249 (C)
Topics in Computer Science. *Not offered in 1996–97.*
- CS 305 (2)(C)
Theory of Algorithms
- CS 310 (1)(C)
Mathematical Foundations of Computer Science
- CS 331 (2)(C)
Parallel Machines and Their Algorithms
- CS 332 (2)(C)
Visual Processing by Computer and Biological Vision Systems
- CS 349 (1)(C)
Topics in Computer Science. *Not offered in 1996–97.*
- JAPN 252 (2)(A)
Topics in Japanese Linguistics
- LANG 240 (2)(B²)
Phonetics and Phonology. *Not offered in 1996–97.*
- LANG 244 (B²)
Language: Form and Meaning
- LANG 312 (B²)
Bilingualism: An Exploration of Language, Mind and Culture. *Not offered in 1996–97.*
- LANG 322 (2)(B²)
Child Language Acquisition
- PHIL 207 (1)(B¹)
Philosophy of Language
- PHIL 215 (1)(B¹)
Philosophy of Mind
- PHIL 216 (1)(2)(B¹)
Logic
- PHIL 256 (B¹)
Topics in Logic. *Not offered in 1996–97.*
- PHIL 345 (1)(B¹)
Seminar: Advanced Topics in Philosophy of Psychology and Social Science. Topic for 1996–97: Cultural, Moral and Epistemological Relativism
- PSYC 205 (1)(2)(B²)
Statistics
- PSYC 214R (2)(B²)
Research Methods in Cognitive Psychology
- PSYC 215 (2)(B²)
Memory
- PSYC 216 (1)(B²)
Psychology of Language
- PSYC 217 (2)(B²)
Cognition
- PSYC 218 (1)(B²)
Sensation and Perception
- PSYC 219 (1)(B²)
Physiological Psychology
- PSYC 316 (1)(B²)
Seminar. Psycholinguistics
- PSYC 318 (2)(B²)
Seminar. Brain and Behavior
- PSYC 319 (1)(B²)
Seminar. Neuropsychology
- PSYC 330 (2)(B²)
Topics in Cognitive Science. Topic for 1996–97: Consciousness
- PSYC 335 (B²)
Seminar. Memory in Natural Contexts. *Not offered in 1996–97.*

Computer Science

Professor: *Shull*

Associate Professor: *Hildreth (Chair)*

Assistant Professor: *Metaxas, Turbak, Stephan*

Lecturer: *Lonske*

Laboratory Instructor: *Herbst*

CS 110 (1)(2)(C) Computers and Programming

A broad introduction to computer science. Topics include: computer logic and organization; program translation; models of computation; decidability; and the impact of computers on society. Students learn the science and art of programming by building a Macintosh application using HyperCard. *Open to all students. No prior background with computers or mathematics is expected. Students considering additional computer science courses should take 111, not 110.*

Ms. Lonske, Mr. Metaxas, Mr. Shull, Staff

CS 111 (1)(2)(C) Introduction to Computer Science

Introduction to problem-solving through computer programming. Introduces the fundamentals of programming in PASCAL, a high-level language that is widely used in computer science education and practice. Through assignments, students develop interactive programs to create graphics, play games, maintain records, analyze data and perform numerical computations. *Open to all students. Required for students who wish to major in computer science or elect more advanced courses in the field.*

Ms. Hildreth, Ms. Stephan, Staff

CS 215 (C)/ARTS 215 (A) (1) The Art and Science of Multimedia

With the growth of multimedia, the boundaries between traditionally unrelated disciplines have blurred, facilitating the collaboration of fields that had been unrelated until recently. This course, team-taught by faculty of both the Art and Computer Science Departments, provides the students with a unique opportunity of being exposed to the knowledge and expertise of an exciting synthesis of disciplines. The course will cover a wide list of topics from: history and philosophy of hypermedia; designing user interfaces; programming; art and design for multimedia CD-ROMs and the WWW; media selection;

and editing. In addition to scheduled assignments and homework, students are expected to produce a professional-level multimedia project that will be published on CD-ROM. *Admission by instructor's permission only. Recommended courses include at least one of the following: CS 110, CS 111, ART 105, ART 108, ART 209.*

Ms. Ribner, Mr. Metaxas

CS 230 (1)(2)(C) Data Structures

An introduction to techniques and building blocks for organizing large programs. Topics include: data abstraction, recursion, procedural parameters, lists, trees, stacks, queues, tables, sorting, searching and algorithmic efficiency. *Prerequisite: 111 or by permission of the instructor.*

Ms. Hildreth, Mr. Turbak

CS 231 (1)(C) Fundamental Algorithms

An introduction to the design and analysis of fundamental algorithms. General techniques covered: Divide-and-conquer algorithms, dynamic programming, greediness, probabilistic algorithms. Topics include: sorting, searching, graph algorithms, compression, cryptography, computational geometry, and NP-completeness. *Prerequisite: 230.*

Mr. Turbak

CS 232 (1)(C) Artificial Intelligence

An introduction to Artificial Intelligence (AI), the design of computer systems that possess and acquire knowledge and can reason with that knowledge. Topics include knowledge representation, problem solving and search, planning, vision, language comprehension and production, learning, and expert systems. To attain a realistic and concrete understanding of these problems, CommonLisp, an AI language, will be taught and used to implement the algorithms of the course. *Prerequisite: 230 or by permission of the instructor.*

Ms. Hildreth

CS 235 (2)(C) Languages and Automata

An introduction to the concepts of languages and automata. Topics include languages, regular expressions, finite automata, grammars, push-down automata and Turing machines. *Prerequisite: 230, Mathematics 225 or Mathematics 305 (may be concurrent registration).*

Mr. Shull

CS 240 (1)(C) Introduction to Machine Organization with Laboratory

An introduction to machine organization and assembly language programming. Topics include an overview of computer organization, introduction to digital logic and microprogramming, the conventional machine level and assembly language programming, and introduction to operating systems. The course includes one three-hour laboratory appointment weekly. 1.25 units of credit. *Prerequisite:* 230.

Ms. Stephan

CS 251 (2)(C) Theory of Programming Languages

An introduction to the dimensions of modern programming languages. Covers major programming paradigms: functional, imperative, object-oriented, and logic-oriented. Topics include syntax, naming, state, data, control, concurrency, non-determinism, and types. *Prerequisite:* 230.

Mr. Turbak

CS 301 (1)(C) Compiler Design

OFFERED IN 1996–97. NOT OFFERED IN 1997–98. A survey of the techniques used in the implementation of programming language translators. Topics include lexical analysis, the theory of parsing and automatic parser generators, semantic analysis, code generation, and optimization techniques. *Prerequisite:* 235, 240. *Alternate year course.*

Mr. Turbak

CS 305 (C) Theory of Algorithms

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. A survey of topics in the analysis of algorithms and in theoretical computer science. Emphasis is placed on asymptotic analysis of the time and space complexity of algorithms. Topics will include fast algorithms for combinatorial problems, introduction to complexity theory and the theory of NP-complete problems. *Prerequisite:* 231, *Mathematics 225 or Mathematics 305.* *Alternate year course.*

Mr. Shull

CS 307 (C) Introduction to Computer Graphics

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. A survey of topics in computer graphics with an emphasis on fundamental techniques. Topics include: graphics hardware, fundamentals of two and three dimensional graphics such

as clipping, windowing, and coordinate transformations, raster graphics techniques such as line drawing and filling algorithms, hidden surface removal, shading and color models. Students learn how to design graphics displays using a state-of-the-art computer graphics software package. *Prerequisite:* 230. *Alternate year course.*

Ms. Hildreth

CS 310 (1)(C) Mathematical Foundations of Computer Science

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. A survey of topics in the mathematical theory of computation. Topics include: Turing machines (including nondeterministic and universal machines), recursive function theory, Church's thesis, the halting problem and propositional calculus. *Prerequisite:* 235, *Mathematics 225 or Mathematics 305.* *Alternate year course.*

Mr. Shull

CS 331 (2)(C) Parallel Machines and Their Algorithms

OFFERED IN 1996–97. NOT OFFERED IN 1997–98. This course is a broad introduction to parallelism that studies problem solving using a large number of cooperating processing elements. It is divided into four parts. First, it introduces the need for parallel computation and describes some of the fundamental algorithmic techniques. The second part surveys some of the most popular interconnection networks employed in today's parallel computers. In the third part, several parallel algorithms are being designed and implemented on a computer containing 1,000 processors. A short project composes the last part. *Prerequisite:* 231 *or by permission of the instructor.* *Alternate year course.*

Mr. Metaxas

CS 332 (2)(C) Visual Processing by Computer and Biological Vision Systems

An introduction to algorithms for deriving symbolic information about the three-dimensional environment from visual images. Aspects of models for computer vision systems will be related to perceptual and physiological observations on biological vision systems. Assignments will use computer vision software written in Common Lisp or Pascal. Topics include: edge detection, stereopsis, motion analysis, shape from shading, color, visual reasoning, object recognition. *Prerequisite:* 230, *or by permission of instructor.*

Ms. Hildreth

CS 340 (2)(C) Computer Architecture with Laboratory

OFFERED IN 1996-97. NOT OFFERED IN 1997-98. An examination of computer hardware organization. Topics include: architecture of digital systems (gates, registers, combinatorial and sequential networks), fundamental building blocks of digital computers, control logic, microprogramming, microprocessor, pipelined and multiprocessor systems and new technologies. The course includes one three-hour digital laboratory appointment weekly. 1.25 units of credit. *Prerequisite:* 240. *Alternate year course.*

Ms. Stephan

CS 341 (C) Operating Systems

NOT OFFERED IN 1996-97. OFFERED IN 1997-98. An examination of the software systems which manage computer hardware. Topics include processes, interprocess communication, process coordination, deadlock, memory management, swapping, paging, virtual memory, input/output management, file systems, protection, security, networks, distributed systems, multiprocessors, and massively parallel machines. *Prerequisite:* 240 or by permission of the instructor. *Alternate year course.*

Ms. Stephan

CS 349 (C) Topics in Computer Science

Prerequisite 230, or by permission of instructor. *Not offered in 1996-97.*

CS 350 (1)(2) Research or Individual Study

Open by permission to juniors and seniors.

CS 360 (1)(2) Senior Thesis Research

By permission of the department. See p. 73, Honors.

CS 370 (1)(2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

Attention Called

PHYS 219 (1)(C)

Modern Electronics Laboratory. *Not offered in 1996-97. Offered in 1997-98.*

Directions for Election

Students majoring in computer science must complete 230, 231, 235, 240, two Grade III courses other than 350 or 370, and at least two additional computer science courses. At most one unit of Grade I work (excluding 110) may be counted as part of the required eight courses. Computer-related courses at MIT used to meet the eight-course requirement must be approved in *advance* by the department on an individual basis. In addition, all majors in computer science will be expected to complete (1) either Mathematics 225 or Mathematics 305, and (2) at least one additional course in mathematics at the Grade II or Grade III level. Students are encouraged to complete the Grade II level requirements as early in the major as possible.

The computer science minor is recommended for students whose primary interests lie elsewhere, but who wish to obtain a fundamental understanding of computer science. The minor consists of Computer Science 111, 230, at least two units from 231, 235, or 240, and at least one Grade III level computer science course. This sequence is consistent with course work leading to a cognitive science major. Cognitive science majors may wish to consider a minor in computer science.

Students who expect to go on to do graduate work in computer science are encouraged to concentrate on developing their background in mathematics and are especially encouraged to elect one or more of Computer Science 305, 310 or Mathematics 305. In addition, students who are planning either graduate work or technical research work are further encouraged to obtain laboratory experience by electing one or more of Computer Science 301, 340, 350/360 or appropriate courses at MIT.

Economics

Professor: *Case^{A2}, Goldman, Joyce (Chair), Lindauer, Matthaei, Morrison, Witte^{A2}*

Associate Professor: *Andrews, Skeath, Velenchik*

Assistant Professor: *Blomberg, Chang^A, Hansen, Haughton, Hooker, Kauffman, Levine^A*

Instructor: *Chaston-Ameri*

ECON 101 (1)(2)(B²) Principles of Microeconomics

ECON 102 (1)(2)(B²) Principles of Macroeconomics

Each course, which may be taken independently and in either order, presents a view of our market economy, beginning with the nature of economics and economic systems, supply and demand analysis, and the development of economic thought. 101, Microeconomics, is an analysis of the choices individuals and firms make in the markets where they buy and sell. It deals with questions of equity and efficiency. Policy problems include imposition of price floors and ceilings, income distribution, competition and its regulation, and the performance of particular markets. 102, Macroeconomics, is an analysis of the aggregate dimensions of the economy: national income, employment, inflation, fiscal and monetary policies, balance of payments. Policy problems include business cycles, economic growth, and international trade and investment. *Open to all students.*

The Staff

ECON 199/POL 199/SOC 199 (1)(2)(B²) Introduction to Social Science Data Analysis

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand society and human behavior. Using examples drawn from the fields of economics, political science, and sociology, this course focuses on basic concepts in statistics and probability, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. The course is team-taught by instructors in different social science disciplines and draws on everyday applications of statistics and data analysis in an interdisciplinary context. Includes a third session each week. *Open to all students.*

Mr. Kauffman, Mr. Cuba (Sociology), Ms. Fastnow (Political Science)

ECON 200 (2)(B²) Econometrics

Application of statistical methods to economic problems. Emphasis will be placed on regression analysis that can be used to examine the relationship between two or more variables. Issues involved in estimation, including goodness-of-fit, statistical inference, dummy variables, heteroskedasticity, serial correlation, and others will be considered. Emphasis will be placed on real world applications where appropriate. *Prerequisites: 199; 101 and 102 or the equivalent, or for students who have completed one course and are taking the other.*

ECON 201 (1)(2)(B²) Intermediate Microeconomic Analysis

Intermediate microeconomic theory: analysis of the individual household, firm, industry and market, and the social implications of resource allocation choices. Emphasis on application of theoretical methodology. *Prerequisites: 101, 102 and Math 115.*

Mr. Morrison, Ms. Skeath, TBA

ECON 202 (1)(2)(B²) Intermediate Macroeconomic Analysis

Intermediate macroeconomic theory: analysis of fluctuations in aggregate income and growth. Analysis of policies to control inflation and unemployment. *Prerequisites: 101, 102 and Math 115.*

Mr. Andrews, Mr. Blomberg, Mr. Joyce

ECON 204 (2)(B²) U.S. Economic History

Traces the structure and development of the U.S. economy from Colonial times to World War II; highlights historical episodes including the start of the nation, economics of slavery, the westward movement, economic consequences of the Civil War, and causes of the Great Depression. Specific topics include agriculture, trade, technology, finance and labor. Emphasis on relating U.S. historical experience to current economic problems. *Prerequisite: 101.*

Mr. Kauffman

ECON 210 (2)(B²) Financial Markets

Overview of financial markets and institutions, including stock and bond markets, financial intermediaries, money markets, commercial banks and thrifts, monetary policy, international lending. *Prerequisites: 101 and 102.*

Mr. Joyce

ECON 211 (1)(2)(B²) Statistics and Econometrics

Descriptive statistics and an introduction to statistical inference. Expected values, probability distributions, and tests of significance. Classical models of bivariate and multiple regression. Problem solving using the computer. *Prerequisites: 101 and 102 or the equivalent, or for students who have completed one course and are taking the other.*

Ms. Hansen, Mr. Hooker

ECON 214 (1)(2)(B²) International Economics

An introduction to international economics in theory and practice. Topics to be covered include the gains from trade, commercial policy, foreign exchange markets, balance of payments analysis, international capital flows, and international financial institutions. *Prerequisites: 101 and 102.*

Ms. Velenchik, Ms. Chang, Mr. Lindauer

ECON 220 (1)(B²)(MR) Development Economics

Survey and analysis of problems and circumstances of less developed nations. Examination of theories of economic development. Review of policy options and prospects for Third World countries. Specific topics to include: population growth, income distribution, rural development, foreign aid, and international trade strategies. *Prerequisites: 101 and 102.*

Mr. Lindauer

ECON 222 (1)(B²) Games of Strategy

Should United Airlines match the cheap fares offered by America West on their common routes? Would it make sense to sell your house at an auction where the highest bidder gets the house, but only pays the second-highest bid? Should the U.S. government institute a policy of never negotiating with terrorists? In business, politics, and everyday life, the effects of your decisions often depend on how others react to them. This course will introduce some basic concepts and insights from the theory of games (backward induction, prisoners' dilemmas, brinkmanship, coordinating moves, pre-commitment) that can be used to understand any such situation in which strategic decisions are made. The emphasis of the course material will be on applications rather than on formal theory. Extensive use will be made of in-class experiments,

examples, and cases drawn from business, economics, politics, movies and current events. *Prerequisite: 101.*

Ms. Skeath

ECON 225 (1)(B²) Urban Economics

Analysis of the location decisions of households and firms. Topics include: real estate development and finance, housing markets and housing finance, real estate cycles, regional economics, problems of the inner city, discrimination in housing and credit markets, and homelessness. Alternative public policy responses to urban problems. The course requires several projects requiring field work. *Prerequisite: 101.*

Mr. Case

ECON 228 (B²) Environmental and Resource Economics

NOT OFFERED IN 1996-97. An investigation of the economic aspects of resource and environmental issues. Includes discussion of renewable and non-renewable resources, waste management and recycling, global climate and pollution. Emphasis on using economic analysis to understand how and why resource use over time under unregulated market forces might differ from socially desirable use. Provides case studies and policy analysis. *Prerequisites: 101 and 102.*

ECON 229 (B²) Women in the Labor Market

NOT OFFERED IN 1996-97. Analysis of the differences in the labor market experiences of men and women. Three major questions will be addressed: (1) Why do women earn less than men? (2) Why are men and women employed in different types of jobs? (3) What is comparable worth and what effects would it have on the labor market if introduced? *Prerequisites: 101 and 211. (A statistics course in another department can substitute for 211 upon permission of instructor.)*

ECON 230 (B²) Contemporary Economic Issues

NOT OFFERED IN 1996-97. A course applying introductory micro- and/or macroeconomic analysis to problems of current policy interest.

ECON 232 (1)(B²) Health Economics

An economic analysis of the health care system and its players: government, insurers, health care providers, patients. Issues to be studied include demand for medical care; health insurance markets; cost controlling insurance plans (HMOs,

PPOs, IPAs); government health care programs (Medicare and Medicaid); variations in medical practice; medical malpractice; competition versus regulation; and national health care reform. *Prerequisite: 101.*

Ms. Hansen

ECON 234 (B²) Government Policy: Its Effect on the Marketplace

NOT OFFERED IN 1996–97. The United States government imposes regulations on selected markets, restricts competition, corrects market failure, intervenes in the marketplace. These government actions in the American economy will be analyzed using microeconomic tools with primary emphasis on price, profit, quality, and safety regulation. Industry studies will provide a basis for empirical examination of the historical consequences of regulation and deregulation in selected markets. *Prerequisite: 101.*

ECON 238 (1)(B²) Economics and Politics

Does the economy influence who will win the next Presidential election? Will the European Monetary Union succeed? Does the economy perform better for right-wing or left-wing governments? The course provides an introduction to the study of the interaction between economics and the political process, from both an international and a domestic perspective. The emphasis is both applied and theoretical with topics including the political business cycle, political economy war models, and central bank independence. *Prerequisites: 101 and 102.*

Mr. Blomberg

ECON 239 (B²)(MR) The Political Economy of East Asian Development

NOT OFFERED IN 1996–97. Analysis of the relationship between political and economic development in China, Japan, Korea, and Taiwan. Special attention paid to the economic issues of land reform, industrialization, trade policy, foreign aid, and planning vs. the market; the political issues to be considered include ideology, authoritarianism, democratization and the role of the state. The course emphasizes the lessons for economic growth, social equality and political change provided by the East Asian experience. This is the same course as Political Science 239. Students may register for either Economics 239 or Political Science 239. Credit will be given in the department in which the student is registered. Enrollment requires registration in confer-

ence section (Economics 239C). *Prerequisite: Economics 101 or 102 or by permission of the instructors.*

ECON 240 (2)(B²) The Russian Economy

A look at the economy of prerevolutionary Russia, New Economic Program, Collectivization, and Five Year Plans. Why has central planning been counterproductive; why did Gorbachev's remedies not solve the problem? What are Yeltsin's chances of success? What does this experiment tell us about economic theory and why is the transition to the market so difficult? *Prerequisites: 101 and 102.*

Mr. Goldman

ECON 243 (B²)(MR) Race and Gender in U.S. Economic History

NOT OFFERED IN 1996–97. Study of conservative, liberal and radical economic theories of gender and race inequality. Exploration of the interconnections between race-ethnicity, gender, and capitalist development in the U.S. Historical topics include Native American economies before and after the European invasion, the economics of slavery, European and Asian immigration, the colonization of Puerto Rico, the uneven entrance of women into the paid labor force, and the segmentation of labor markets by gender and race-ethnicity. *Prerequisite: 101.*

ECON 249 (B²) Seminar. Marxist and Post-Marxist Economics

NOT OFFERED IN 1996–97. Study of Marx's analysis and critique of capitalism, and of his vision of socialism. Exploration of contemporary post-Marxist or "radical" economics, including Marxist-feminist, anti-racist, and ecological economics. Study of radical economists' analyses of the collapse of communism in the Soviet Union and Eastern Europe, and of their current proposals for economic restructuring, including market and participatory socialism. *Prerequisite: 101 or 102, or by permission of the instructor.*

ECON 301 (1)(B²) Comparative Economic Systems

Comparative study of the treatment of economic problems under different economic systems. Analyzes the economic ideology of capitalism, utopian writings, market socialism, workers' management, and Marxism. Functions of prices, profits, and planning in allocation of resources.

Compares several capitalist and socialist countries including the U.S., China, and Russia. *Prerequisite:* 201 or 202.

Mr. Goldman

ECON 305 (2)(B²) Industrial Organization

A course in applied microeconomics, focusing on the performance of real world markets. Emphasis on the welfare costs of market power as well as public policy responses. Topics include analysis of imperfectly competitive markets (e.g., monopolistic competition, oligopoly, imperfect and asymmetric information), firm and industry strategic conduct, and antitrust policy attempts to improve industrial performance. *Prerequisites:* 201 (required) and 211 (recommended).

Ms. Hansen

ECON 310 (B²) Public Finance

NOT OFFERED IN 1996–97. The role and function of government in a market economy. Issues in tax analysis including equity and efficiency, the effects of taxes on labor and capital supply, tax incidence and optimal taxation. Description and analysis of specific taxes and expenditure programs. *Prerequisite:* 201.

ECON 313 (B²) International Macroeconomics

NOT OFFERED IN 1996–97. Theory and policy of macroeconomic adjustment in the open economy. Topics to be covered include: the Keynesian model of income and balance of payments determination, the monetary approach to the balance of payments, fixed and floating exchange rate regimes, policy mix and effectiveness with capital mobility, and the asset-market approach to exchange rates. *Prerequisite:* 202.

ECON 314 (2)(B²) International Trade Theory

Theoretical analysis of international trade. Emphasis on models of comparative advantage, determination of gains from trade and the effects of trade restrictions such as tariffs and quotas. Further topics include: the role of scale economies, the political economy of protectionism and strategic trade policy. *Prerequisite:* 201.

Ms. Skeath

ECON 315 (B²) History of Economic Thought

NOT OFFERED IN 1996–97. Study of the history of economic theory over the last 250 years, through reading of the original texts. Focus on the development and interaction of two opposed views of the market economy—Classical/Marxian and Neoclassical. Analysis of the topics of scar-

city, price determination, income distribution, monopoly, unemployment, economic freedom, sexual and racial inequality, and the environment. Student debates on selected issues and search for a middle ground. *Prerequisite:* 201 or 202.

ECON 316 (2)(B²) Modern Economic History

Economic crises and economic theory from the Great Depression to the present. Economic policy in war and peace. Analysis of structural change in the world economy.

Mr. Morrison

ECON 317 (1)(B²) Economic Modeling and Econometrics

Introduction to the theory and practice of econometrics. Includes techniques of model specification, estimation, and evaluation. Both cross-sectional and time series models are considered. Emphasis on both problem solving and the application of techniques to actual data. Computers will be utilized. *Prerequisites:* 211, and either 201 or 202, and one other economics course.

Ms. Witte

ECON 320 (2)(B²) Seminar. Economic Development

Theoretical and empirical exploration of microeconomic issues of concern to developing countries. Specific topics may include land tenure regimes and the structure of agricultural markets, the behavior of rural households in the production of output and the management of risk, the functioning of rural and urban labor markets, human capital formation and the education system, intra-household resource allocation, and the measurement and policy responses to inequality and poverty. *Prerequisites:* 201 and 211.

Ms. Velenchik

ECON 325 (1)(B²) Law and Economics

Economic analysis of legal rules and institutions. Application of economic theory and empirical methods to the central institutions of the legal system including the common law doctrines of negligence, contract, and property as well as civil, criminal, administrative procedure and family law. The course will contrast economic and noneconomic theories of law and will address the strengths and limitations of the economic approach to law. *Prerequisite:* 201.

Ms. Witte

ECON 329 (2)(B²) Labor Economics

Inquiry into the determinants of the supply of labor, the demand for labor, unemployment, and wage differentials across workers. Specific topics include an analysis of the wage gap between men and women, the effects of immigration on the U.S. labor market, the effects of labor unions. Recent applied economic research on these and other topics will be introduced. *Prerequisites: 201 and 211.*

TBA

ECON 330 (B²) Advanced Topics in Economics

Current issues within the discipline of economics. Emphasis on developing appropriate methodology for specific economic questions and on student use of that methodology:

Topic A (2): Finance Theory and Applications

An introduction to the theory and practice of financial economics, using the techniques of modern finance to solve real-world problems. Topics include principles of valuation, fixed income securities, equity securities, the capital asset pricing model, capital budgeting, market efficiency, the term structure of interest rates, and option pricing. *Prerequisites: 201 and 211.*

Mr. Hooker

Topic B: The Wealth of Nations

NOT OFFERED 1996–97. An introduction to economic growth. The study of economic growth and policies to promote long term growth in market economies. Two central questions: (1) How have economists conceived of the process of economic growth? and (2) How are the visions of economists translated into actual policy making? We will take a guided tour through various theories, as well as study the role of institutional structure and state policy in shaping the economic growth of the U.S., Japan, Brazil, and some Western European countries. *Prerequisites: 201 and 202.*

ECON 331 (B²) Seminar. Monetary Theory and Policy

NOT OFFERED IN 1996–97. The formulation of monetary policy and its theoretical foundations. This includes discussion of the latest developments in monetary theory, the money supply process, monetary autonomy in an open economy, and current procedures in the U.S. and other nations. *Prerequisites: 202 and 211.*

ECON 340 (B²) Advanced Analysis of Foreign Economies

Analysis of a particular country or region of the world outside the United States. Combined emphasis on methodology, history, culture, current institutional structure and economic problems:

Topic A (1): Seminar. The European Union

History and analysis of economic integration within the European Union. Topics include trade, factor flows, regional variation, monetary unification, deepening, widening, and external policy. *Prerequisites: 201, 202, and 211.*

Mr. Morrison

Topic B: Seminar. The Economies of Africa

NOT OFFERED IN 1996–97. This course will combine lectures and discussions of general themes with student research and presentations on specific countries in comparing and contrasting the economic experience of the nations of sub-Saharan Africa. Topics include: the economic impact of colonialism, land tenure institutions and agricultural production, food policy, primary product exports, migration and urbanization, and industrialization. *Prerequisites: 201 and 211.*

ECON 343 (1)(B²) Feminist Economics

An introduction to the new field of feminist economics, a diverse and multi-faceted set of analyses which critique conventional economic theories, analyze the economics of gender difference and inequality, and advocate policies to advance the position of women. Factual, methodological, theoretical, and policy questions will be explored. Has women's economic position been improving historically in the U.S. and in the world? Do existing economic theories embody a masculinist perspective? What role do labor markets play in perpetuating discrimination against women? How can economists best understand housework and childcare, and women's predominance in them? How do race, class, and sexuality differentiate women's economic experiences? What is a feminist analysis of welfare? What insights do feminists have for development economics? And finally, what would women's liberation mean, in economic terms? *Prerequisite: 201.*

Ms. Matthaei

ECON 350 (1)(2) Research or Individual Study

Open by permission to juniors and seniors who have taken 201 and 202; 211 is strongly recommended. 350 students will be expected to participate in the Economic Research Seminar (see 360).

ECON 360 (1)(2) Senior Thesis Research

By permission of department. Students writing a senior honors thesis will be expected to participate regularly throughout the 360 and 370 in the Economic Research Seminar. This weekly seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

ECON 370 (1)(2) Senior Thesis

Prerequisite: 360.

Cross-Listed Course

Attention Called

AFR 219 (1)(B²)(MR)

Economic Issues in the African-American Community

Directions for Election

Economics is the study of the universal problems of scarcity, choice, and human behavior. It contains elements of formal theory, history, philosophy, and mathematics. Unlike business administration, which deals with specific procedures by which business enterprises are managed, it examines a broad range of institutions and focuses on their interactions within a structured analytical framework.

The complete survey course consists of both Grade I level courses. Neither 101 nor 102 is a prerequisite for the other and either may be elected separately for one unit of credit. Any student who plans to take economics after 101 and 102 should consult a department advisor.

For the classes of 1997 and 1998, the economics major consists of a minimum of eight courses. The major must include core coursework in microeconomics (101 and 201), macroeconomics (102 and 202), and statistics (211), as well as two Grade III courses (beginning with the class of 1998, ordinarily not counting 350). A student may elect to take 199 and 200 in place of 211. The department encourages students to do more than two Grade III courses and requires majors to take more than half their Grade III economics units at Wellesley. Beginning with the class of 1998, units given to a student for Advanced Placement in Micro- or Macroeconomics do not count toward the minimum major. Beginning with the class of 1999, the core requirement in statistics must be met with a two course sequence, Economics 199 and 200, rather than with Economics 211. This raises the minimum requirement for the major to 9 courses. All other requirements are unchanged.

Choosing courses to complete the major requires careful thought. All majors should choose an advisor and consult him/her regularly. Students are also advised to consult the Department Handbook, which deals with a variety of topics including preparation in mathematics, desirable courses for those interested in graduate study in economics, and complementary courses outside economics. Calculus, along with a few other mathematical tools, is central to the discipline and literature of mainstream economics. We therefore require Math 115 or its equivalent for all 201 and 202 sections, and thus for the major in economics. We encourage students to consult a departmental advisor about whether more mathematics courses might be desirable.

The department offers majors two programs for pursuing departmental honors. Under Program I, students complete two semesters of independent research (Economics 360 and 370) culminating in an honors thesis. Under Program II, a student would complete one semester of independent research (Economics 350) related to previous Grade III level coursework and would submit to an examination in economics that includes the topic covered in her research project. All honors candidates are expected to participate in the Economics Research Seminar.

The economics minor is recommended for students wishing to develop competence in economics in preparation for work or graduate study in law, business, public administration, area studies, international relations, public health, etc. The minor consists of: 101, 102 and 199 (or 211 for minors in the classes of 1997-98), plus 2 additional 200 level units, excluding 200, 201 and 202. The plan for this option should be carefully prepared; a student wishing to add the economics minor to the major in another field should consult a faculty advisor in economics.

Students are urged to supplement their program in economics with courses from many other disciplines in the liberal arts, especially history, sociology, and political science.

Credit for Courses taken at other Institutions:

In order to obtain Wellesley credit for any economics course taken at another institution during the summer or academic year, approval must be obtained in advance from the department's Transfer Credit Advisor. In general, courses from two-year colleges will not be accepted at any level. Courses taken abroad will not normally be transferred at the Grade III level. Further, Economics 201, 202 and 200 or 211 should ordinarily be taken at Wellesley. These restrictions normally apply only to courses taken after enrollment at Wellesley. Transfer students wishing to obtain transfer credit for economics courses taken prior to enrollment at Wellesley should contact the department's Transfer Credit Advisor.

Education

Professor: Brenzel (Chair), Bailey

Associate Professor: Beatty^A

Assistant Professor: Hawes

Instructor: Seigle

Associate in Education: Akeson, Balicki, Beevers, Cleary, Cunniff, Fiorillo, Glass, McCowan, Morris, Nutting, Simms-Tyson, Spicer

EDUC 102/ Writing 125 04 (1)(B¹) Education in Philosophical Perspective

Reflective and analytical inquiry into ideas and problems of education. Topics include: learning and teaching, educational aims and values, curriculum and schooling. Readings both classical (e.g., Plato, Dewey, DuBois) and contemporary. *Open to all first-year students, this course satisfies the Writing 125 requirement and the Education minor. Includes a third session each week.*

Mr. Hawes

EDUC 102 (2)(B¹) Education in Philosophical Perspective

Reflective and analytical inquiry into ideas and problems of: learning and teaching, educational aims and values, curriculum and schooling. Readings both classical (e.g., Plato, Dewey, DuBois) and contemporary. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill requirements for teacher certification. *Open to all students.*

Mr. Hawes

EDUC 212 (1)(B¹) History of American Education

Study of the various historical conflicts and controversies leading to the development of education as a central force in American culture. Topics include the popularization of educational institutions, their role in socializing and stratifying the young, and, generally, the effects of political, economic, and social forces in shaping American education. Emphasis will be placed on examining its frequently conflicting policies and purposes, especially in the late nineteenth and twentieth centuries. *Prerequisite: one course in history.*

Ms. Brenzel

EDUC 214 (2)(B¹ or B²) Youth, Culture, and Student Activism in Twentieth-Century America

NOT OFFERED IN 1996–97. Traditionally, educational institutions have separated youth from the larger society. At the same time, schools have been the seedbeds of youth unrest and student activism. The political activities of student groups will be studied in light of changing definitions of youth, their schooling, and dissent. We will address the relationship between society's efforts to educate the young and student activism among youth in schools as well as among "drop outs" and other disaffiliated groups. *Open to all students.*

Ms. Brenzel

EDUC 216 (2)(B²) Education, Society, and Social Policy

NOT OFFERED IN 1996–97. An examination and analysis of educational policies in a social context. The justification, formulation, implementation, and evaluation of these policies will be studied with emphasis on issues such as inequality; desegregation; tracking; school choice; and bilingual, special, and preschool education. Relevant field placement may be arranged as part of this course for students wishing to fulfill requirements for teacher certification. *Open to all students.*

Ms. Beatty

EDUC 220 (1)(2)(B²) Observation and Fieldwork

Observation and fieldwork in educational settings. This course may serve to complete the requirement of at least three documented introductory field experiences of satisfactory quality and duration necessary for teacher certification. Arrangements may be made for observation and tutoring in various types of educational programs; at least one urban field experience is required. Open only to students who plan to student teach and by permission of the instructor. *Prerequisite: 300. Mandatory credit/noncredit.*

Mr. Hawes

EDUC 300 (1)(B²) Educational Theory, Curriculum, Instruction, and Evaluation

An intensive exploration of educational theories, teaching methods, and classroom practice. This course focuses on the relation of school curriculum to intellectual development, and learning, as well as on curriculum development, instruction, testing, and evaluation. Special additional laboratory periods for teaching presentations will be

scheduled. An accompanying field placement is required for teacher certification. By permission only. Students must apply for admission by April 1st. Required for teacher certification. *Prerequisite:* 102, 212, 216, *Psychology* 248, or MIT 11.124.

Mr. Hawes

EDUC 302 (2)(B²) Seminar. Methods and Materials of Teaching

Study and observation of teaching techniques, the role of the teacher, classroom interaction, and individual and group learning. Examination of curriculum materials and classroom practice in specific teaching fields. *Open only to students doing student teaching. Required for teacher certification. Prerequisite:* 300 and by permission of the department.

Ms. Seigle, Mr. Hawes

EDUC 303 (2)(B²) Practicum—Curriculum and Supervised Teaching

Observation, supervised teaching, and curriculum development in students' teaching fields throughout the semester. Attendance at appropriate school placement required full time five days a week. *Required for teacher certification. Students must apply to the department for admission to this course in the semester before it is taken. Corequisite:* 302.

Ms. Seigle, Mr. Hawes, and Staff

EDUC 304 (1)(2)(B²) Curriculum and Instruction in Elementary Education

A semester-length seminar taught by a team of experienced teachers. This course focuses on instructional methods and curriculum materials used in elementary school classrooms, especially on the teaching of mathematics, reading, literature, science, and social studies. *By permission only. Begins in the fall but should be registered for during the spring semester only, simultaneously with student teaching. Required for elementary teacher certification. Prerequisite:* 300.

Ms. Seigle, Balicki, Cunniff, Fiorillo, Glass, Morris, Nutting, Simms-Tyson, and Mr. Spicer

EDUC 306 (2)(B¹ or B²) Seminar. Women, Education, and Work

Examination of ways in which the background of women and the structure of society and work affect the lives of women, from a historical,

sociological, and public policy point of view. We will study the relationships between societal institutions and the intersections among women's lives, the family, education, and work.

Ms. Brenzel

EDUC 308 (1)(B²) Seminar. Foreign Language Methodology

NOT OFFERED IN 1996–97. A course in the pedagogical methods of foreign languages intended to apply to any foreign language and to teaching English as a Second Language; emphasizes the interdependence of the four language skills—listening, speaking, reading, writing; introduces students to a theoretical study of linguistic and psychological issues necessary to evaluate new ways of presenting language material. This seminar will focus on selected texts and readings on the methodology of foreign-language teaching. *By permission of instructor.*

Ms. Renjilian-Burgy

EDUC 312 (1)(B¹) Seminar. History of Child Rearing and the Family

Examination of the American family and the emerging role of the state in assuming responsibility for child rearing and education. Study of the role of institutions and social policy in historical and contemporary attempts to shape the lives of children and families of differing social, economic, racial, and ethnic backgrounds. *Open to juniors and seniors without prerequisite.*

Ms. Brenzel

EDUC 350 (1)(2) Research or Individual Study
Open to juniors and seniors by permission.

Cross-Listed Courses

For Credit

PSYC 207 (1)(2)(B²)

Developmental Psychology

PSYC 208 (B²)

Adolescence

PSYC 248 (1)(B²)

Psychology of Teaching, Learning, and Motivation. *Not offered 1996–97.*

Directions for Election

With the exception of Education 300, 302, 303, and 304, the department's courses are designed for all students and not simply those planning a career in public or private school teaching. Students who wish to be certified as high school (grades 9–12) or elementary (grades 1–6) teachers should obtain the department's published description of the requirements of the Commonwealth of Massachusetts and the College's program for meeting those requirements. Generally, the program requires students to take specific courses within their teaching fields (or, for elementary education, in psychology and education, including a course on the teaching of reading at Brandeis University), and five or six courses (two of which are the student teaching practicum and accompanying seminar, Education 303 and 302).

Required:

Education 102 or 212 or 216 or Psychology 248 or MIT 11.124 or other approved course; 300, 302 and 303; Psychology 207 or 208 or MIT 9.85; and, for Elementary Education only, Education 304 Curriculum and Instruction in Elementary Education and Education 107A Teaching of Elementary Reading (offered at Brandeis University).

In addition, teacher certification requires 75 hours of field work prior to student teaching. Students enrolled in Education 303 Practicum may register for Education 220, but are not required to do so. In some circumstances, students may meet some of the requirements by submitting evidence of independent field experience. Students should plan their program of studies to fulfill these requirements in consultation with a member of the department as early as possible.

Students with a major in a field other than the ones specified for a particular teacher certification program, may apply to have a program of study deemed appropriate by the College for the particular field of certification consistent with the state's definition of a "Bachelor's Degree of Arts and Sciences." To do so, please consult the Department as soon as possible, and well before applying to Education 300.

Certification in Massachusetts is recognized by many other states.

A minor for students seeking teacher certification (5 or 6 units) consists of: (A) 102 or 212 or 216 or Psychology 248 or MIT 11.124 or other approved course; (B) Psychology 207 or 208 or MIT 9.85 with permission of the department, and (C) 300, 302, and 303. For students seeking elementary certification Education 304 and Brandeis Education 107A are also required. A minor for students in educational studies consists of five courses chosen from: 102, 212, 214, 216, 306, and 312. Psychology 207, 208, or 248 may be substituted for one of these courses, and at least one 300 level course must be included.

For admission to ED300, ED302, ED303, and ED304, students must apply and be formally admitted to the teacher certification program. Applications are available in the Education Department.

English

Professor: Bidart, Sabin, Cain, Harman, Peltason,^{A2} Rosenwald (Chair), Lynch

Visiting Professor: Goodheart

Associate Professor: Tyler^A, Shetley, Meyer

Assistant Professor: Sides, Brogan, Cezair-Thompson, Mikalachki, Cooper, Hickey, Nogge, Ko, Lee

ENG 112 (1)(A) Introduction to Shakespeare

Study of a number of representative plays with emphasis on their dramatic and poetic aspects. *Open to all students. Especially recommended to nonmajors.*

Mr. Peltason

ENG 113 (2)(A) Studies in Fiction

A reading of some of the most deeply valued, highly unsettling and scandalously entertaining works of English, American, and world literature, such as: Rabelais' *Gargantua and Pantagruel*, Swift's *Gulliver's Travels*, Flaubert's *Madame Bovary*, Twain's *Huckleberry Finn*, Dostoyevsky's *Crime and Punishment*, and Conrad's *Heart of Darkness*. *Designed especially for first-year students and non-majors.*

Mr. Ko

ENG 114 (1)(A)(MR) Race, Class, and Gender in Literature

Topic for 1996-97: Literature of the Asian-American Diaspora. A reading of novels, short stories and poetry from the Asian American literary tradition. Special attention to how issues of race, class, gender, and "biculturalism" are worked out through literary means like symbols, images, and allusions. Writers will include Maxine Hong Kingston, Carlos Bulosan, Bharati Mukherjee, as well as young poets such as Li-Young Lee and Cathy Song. *Open to all students. Especially recommended to non-majors.*

Ms. Lee

ENG 120 (1)(2)(A) Critical Interpretation

A course designed to increase power and skill in critical interpretation by the detailed reading of poems. In 1996-97 four sections of Writing 125 also satisfy the English 120 requirement. For a description of these sections, see The Writing Program in this catalog. *Open to all students, but*

primarily designed for, and required of English majors. Ordinarily taken in first or sophomore year.

The Staff

ENG 121/WRIT 125 02 (2)(A) The Novels of Jane Austen

Students will read a selection of the great novels of Jane Austen and use her work to learn skills for the close reading of fiction in general. We will study the details of Austen's fictional technique. From what perspective are the novels told? How does the author reveal her attitudes toward her characters? At the same time we will consider the broader questions raised by the novels. What values motivate Austen's fiction? How does she comment on the larger social and historical scene? What are her views on such issues as slavery or the proper role of women? *Open to all first-year students, this course satisfies both the Writing 125 requirement and a Group A distribution requirement, and counts as a unit towards the English major. It meets three times a week.*

Ms. Meyer

ENG 127/WRIT 125 03 (2)(A) An Introduction to Modern Drama

A study of modern drama from Ibsen to the present. First, a discussion of early modern European drama and dramatic theory, with readings by Henrik Ibsen, Bertolt Brecht, Antonin Artaud, and Eugene Ionesco; then a discussion of late modern and contemporary American drama and theater, with readings by Lorraine Hansberry, Maria Irene Fornes, and Adrienne Kennedy, and viewings of some local performances. Focus on the skills of reading a play and viewing a performance, and on the political, psychological and artistic functions of theater. *Open to all first-year students, this course satisfies both the Writing 125 requirement and a Group A distribution requirement, and counts as a unit towards the English major. It meets three times a week.*

Mr. Rosenwald

ENG 200 (1)(A) Intermediate Expository Writing

Practice in writing and revising expository essays. Frequent class discussion of work in progress, emphasizing the process of developing ideas and refining them in words on paper. Assigned readings, fiction and non-fiction, will provide texts for a variety of writing assignments. May be elected by transfer students and Davis Scholars to satisfy the writing requirement.

Ms. Sides

ENG 202 (1)(A) Poetry

The writing of short lyrics and the study of the art and craft of poetry. *Open to all students; enrollment limited to 18.*

Mr. Bidart

ENG 203 (1)(2)(A) Short Narrative

The writing of the short story; frequent class discussion of student writing, with some reference to established examples of the genre. *Open to all students; enrollment limited to 18. Mandatory credit/non credit.*

Ms. Sides, Mr. Lovelace, Ms. Cezair-Thompson, Mr. Schwartz

ENG 204 (1)(A) The Art of Screenwriting

The theory and practice of writing for film with special focus on a) original screenplays and b) screen adaptations of literary works. A creative writing course for those interested in film, drama, and fiction writing. Work includes writing scripts, watching and analyzing films, and a comparative study of literary works and their film adaptations, e.g., Joyce/Huston's *The Dead*, Hardy/Polanski's *Tess*. *Open to all students; enrollment limited to 18. Mandatory credit/non credit.*

Ms. Cezair-Thompson

ENG 209 (2)(A) The Art of Playwriting

The writing of plays; frequent class discussion of student writing with some reference to established examples of the genre. This is the same course as Africana Studies 209; credit will be given in the Department in which the student registers. *Open to all students; enrollment limited to 18.*

Mr. Lovelace

ENG 211 (A) Medieval Literature

NOT OFFERED IN 1996–97. A survey of medieval literature in several genres, from the Old English heroic monster-poem, *Beowulf*, to the late medieval morality play, *Everyman*. Readings in lyric and narrative poetry, romance, drama, fabliaux, and dream allegory. Texts will be drawn from both English and continental sources. No previous experience with medieval poetry required or expected. *Open to all students.*

ENG 213 (1)(A) Chaucer

Feminist, Misogynist, Heretic, Moralism, Progressive, Reactionary—These are some of the conflicting labels that have been applied to Geof-

frey Chaucer, enigmatic father of English poetry. This course will study Chaucer in his many incarnations, as courtly love poet, religious homilist, bawdy prankster, in the *Canterbury Tales* and selected shorter poems. *Open to all students.*

Ms. Lynch

ENG 216-217 (12)(A) English Survey

NOT OFFERED IN 1996–97. A two-semester examination of British literature from the middle ages to the 20th century. Emphasis on discussion, development of critical skills, and a sense of historical periods and influences. *One unit of credit may be given for Semester I (216), but students registering for Semester II (217) should have taken Semester I. Students who take both semesters of the English Survey satisfy the English 120 requirement.*

ENG 222 (A) Renaissance Literature

NOT OFFERED IN 1996–97. The great cultural workshop of the English Renaissance produced a body of work that remains a touchstone for all literature written in English. A survey of the diffuse literary energies of the age, from the luxuriant flowering of the English love lyric to comic satire, political reflection and the meteoric rise of public theater at the end of the century. Texts will include lyric poetry by John Skelton, Thomas Wyatt, Surrey, Shakespeare and the Sidneys; a book of Spenser's *The Faerie Queene*; and Christopher Marlowe's mock-epic *Hero and Leander*. Other texts will include Thomas More's *Utopia*, Thomas Nash's *The Unfortunate Traveller*, and a Shakespearean comedy. *Open to all students.*

ENG 223 (1)(A) Shakespeare Part I: The Elizabethan Period

The formative period of Shakespeare's genius: comedies such as *A Midsummer Night's Dream*, *As You Like It*, *Merchant of Venice* and *Twelfth Night*; histories like *Richard III*, *Richard II*, *Henry IV (Parts 1 and 2)*; the early tragedy *Romeo and Juliet* and the late Elizabethan masterpiece *Hamlet*. Attention to dramatic form and poetic language; performance practices; and thematic concerns ranging from gender relations and identities to national self-consciousness. *Prerequisite: 120.*

Ms. Sabin, Ms. Mikalachki

ENG 224 (2)(A) Shakespeare Part II: The Jacobean Period

The great tragedies—*Othello*, *King Lear*, *Macbeth*, *Coriolanus*, *Antony and Cleopatra*—and the redemptive romances from the end of Shakes-

peare's career—*The Winter's Tale* and *The Tempest*. Attention to tragic form and its transformation in romance; performance practices; and thematic concerns ranging from tragic heroism to gender relations. *Prerequisite:* 120.

Ms. Mikalachki, Mr. Ko

ENG 225 (2)(A) Seventeenth-Century Literature

Religious, erotic, idyllic, speculative and political poetry and prose from one of the most inventive periods of English literature. Poets include Mary Sidney Herbert, John Donne, Ben Jonson, Amelia Lanyer, George Herbert, Andrew Marvell and others; prose works range from John Bunyan's *Pilgrim's Progress* to Aphra Behn's *Oroonoko*. *Open to all students.*

Ms. Mikalachki

ENG 227 (1)(A) Milton

Paradise Lost is arguably the greatest poem in the English language, and Milton has dominated literatures written in that language since its publication in 1667. A sustained and concentrated study of this dazzling, poignant, ferocious epic, of the artistic, social and religious questions that inform it, and of the poems and prose that precede and follow it in Milton's astonishing career. Extended consideration of why Milton retains such a powerful hold on the literary imagination, and how his writing still informs western understandings of artistic inspiration, moral and social responsibility, and human relations. *Open to all students.*

Ms. Mikalachki

ENG 234 (A) Eighteenth-Century Literature

NOT OFFERED IN 1996–97. A study of some great characteristic poetry and prose from the period between 1660 and 1789, with emphasis on the relation between creating social order and subverting it. Authors to be studied may include Locke, Congreve, Dryden, Pope, Swift, Johnson, Burney, and Blake. *Open to all students.*

ENG 241 (2)(A) Romantic Poetry

Poems, and some prose, by six fascinating and influential poets: Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats. Consideration of such "romantic" ideas as imagination, feeling, originality, the ideal of poetry as personal expression, the relation of self and "other," the natural and supernatural, altered states of being, mortality

and immortality, poetry and revolution, the meaning of art, the importance of history, and many other absorbing matters. *Open to all students.*

Ms. Hickey

ENG 245 (1)(A) Victorian Literature

Study of an extremely diverse and interesting group of poets—some of them great, all of them intriguing—whose work spans several decades of major social and aesthetic change: Tennyson, Robert Browning, Elizabeth Barrett Browning, D.G. Rossetti, Christina Rossetti, Swinburne, Arnold, Hopkins, Hardy, and perhaps others. Emphasis on close reading of the poetry, with attention to its place in literary history and to the ways in which it engages with many of the compelling questions of its age—and of ours. *Open to all students.*

Ms. Hickey

ENG 251 (2)(A) Modern Poetry

A study of the modernist revolution and its aftermath, emphasizing its stunning achievements and deep divisions. Examination of the different versions of modernism that emerged in the beginning of the twentieth century, exploration of lines of influence that link poets, and consideration of the trajectories of individual careers. Close attention to how the work of the period's leading poets—William Butler Yeats, T.S. Eliot, Wallace Stevens, William Carlos Williams, Marianne Moore, Elizabeth Bishop, Robert Lowell, among others—reflects and responds to a period of extraordinary political and social turbulence. *Open to all students.*

Ms. Brogan

ENG 255 (A) Modern British Literature

NOT OFFERED IN 1996–97. A survey of 20th-century British literature of all genres, focusing especially on later material. Writers to be studied may include Shaw, Orwell, Auden, Thomas, Beckett, Hughes, Spark, Amis, Stoppard, Larkin, Heaney, Carter, Winterson. *Open to all students.*

ENG 261 (1)(A) The Beginnings of American Literature

A study of how American literature came into being, focusing on the period from the 1770s to the 1830s, and examining literary texts in their social, historical, and intellectual contexts. Authors likely to be included: Thomas Paine, Phillis Wheatley, Olaudah Equiano, Frederick

Douglass, Susanna Rowson, James Fenimore Cooper, Ralph Waldo Emerson, Nathaniel Hawthorne, Edgar Allan Poe. *Open to all students.*
Mr. Cain

ENG 262 (2)(A) The American Renaissance

A study of the first great flowering of American literature, paying close attention to the central texts in themselves and in their relations with one another. Major authors: Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson, Stowe, Jacobs. *Open to all students.*

Ms. Meyer

ENG 266 (1)(2)(A) Early Modern American Literature

A selection of fiction from the period between the Civil War and the Great Depression, tracing the trajectory of American fiction from Realism to High Modernism. Emphasis on the ways that these narratives invite and respond to questions about economics, social justice, sexual politics, and the role of literature in society. Attending closely to nuances of authorial style, classroom discussion will also consider each work in light of the ongoing debate between realism and formalism in art. Authors read will be drawn from the following: Twain, James, Chesnutt, Chopin, Dreiser, Wharton, Gilman, Stein, Toomer, Yeziarska, Fitzgerald, Hemingway, and Faulkner. *Open to all students.*

Ms. Meyer, Mr. Cooper

ENG 267 (1)(2)(A) Late Modern and Contemporary American Literature

American literature from World War II to the present. Consideration of fiction, poetry, memoirs, essays, and film that reflect and inspire the cultural upheavals of the period. The various sections will use different emphases and approaches; all are likely to include a selection of the following writers: Mailer, Morrison, Pynchon, Lowell, Bishop, Ginsberg, Burroughs, Nabokov, Ellison, Carver, Kingston, O'Connor, and Erdrich. *Open to all students.*

Mr. Peltason, Ms. Brogan, Mr. Noggle

ENG 271 (1)(A) The Rise of the Novel

A study of how this dynamic genre, from humble and disguised beginnings, comes to attain the status of high literature. Focus on the way the eighteenth-century novel begins in forgeries, poses as real documents and letters, and eventually comes out of the closet as a kind of fiction uniquely suited to modern society. Special

emphasis on the genre's enduring fascination with women and criminals and its obsession with matters of virtue and money. Authors may include Daniel Defoe, Samuel Richardson, Henry or Sarah Fielding, Frances Burney, Walter Scott and Jane Austen. *Open to all students.*

Ms. Lee

ENG 272 (1)(2)(A) The Victorian Novel

An exploration of the changing relationships of person to social worlds in some of the great novels of the Victorian period. The impact on the novel of industrialization, women's roles, the enfranchisement of the middle and the working classes, life in the city and provinces these and other themes will be traced in the works of some of the following: Jane Austen, Charlotte Brontë, Emily Brontë, Charles Dickens, George Eliot, Elizabeth Gaskell, George Gissing, Thomas Hardy. *Open to all students.*

Ms. Harman, Mr. Goodheart

ENG 273 (1)(2)(A) The Modern British Novel

A consideration of the ways in which modernist writers reimagine the interests of the novel as they experiment with and reshape its traditional subjects and forms. From the frank exploration of sexuality in Lawrence, to the radical subordination of plot in Woolf, modernist writers reconceive our notion of the writer, of story, of the very content of what can be said. A selection of works by E.M. Forster, D.H. Lawrence, James Joyce, Virginia Woolf, Jean Rhys, V.S. Naipaul. *Open to all students.*

Ms. Cezair-Thompson, Ms. Harman

ENG 282 (2)(A) Introduction to Literary Theory

An introduction to literary theory through applications. Readings of several important literary texts (probably including *Othello*, *Heart of Darkness*, *The House of Mirth*, and a selection of lyric poems), along with a range of critical essays from various theoretical perspectives: psychoanalytic, Marxist, New Historicist, structuralist, feminist, and deconstructive. Discussions will focus on techniques for applying theoretical perspectives to texts, aspects of texts that particular theories most successfully illuminate, ways in which theory is transformed through its encounter with specific texts, and strategies through which critics engage in dialogue over contested interpretations. Presupposes no background in literary theory. *Open to all students.*

Mr. Shetley

ENG 301 (2)(A) Advanced Writing/Fiction

Techniques of fiction writing together with practice in critical evaluation of student work. *Prerequisite: 203 or permission of the instructor.*

Ms. Sides

ENG 302 (2)(A) Advanced Writing/Poetry

Intensive practice in the writing of poetry. *Prerequisite: 202 or permission of the instructor.*

Mr. Bidart

ENG 315 (A) Advanced Studies in Medieval Literature/REL 365 (B)¹(1)(MR)

Topic for 1996-97: Images of the Other in the European and Islamic Middle Ages. This team-taught course will include travel narratives by European and Middle Eastern travelers, merchants, and sailors; European Crusader poems and Middle Eastern descriptions of real interactions with Crusaders; religious texts, including Christian-Muslim polemic; love poetry in both traditions written to the transgressive cultural Other; maps and accounts of the marvelous; and fictional stories that feature travel and "orientalism." We will conclude with Shakespeare's famous tragedy of the Moor Othello and his European wife Desdemona. *Prerequisite: 125. Open to juniors and seniors. Seminar for 1996-97. Enrollment limited to 15.*

Ms. Lynch and Ms. Marlow

ENG 320 (1)(A) Literary Cross Currents

Topic for 1996-97: Film Noir. Examination in depth of this genre of Hollywood filmmaking, characterized by pessimism, moral ambiguity, and expressionist style. Films studied will be drawn both from the classic period of noir (1945-56) and from later noir-influenced cinema. Extensive readings in film history and theory to place the films under discussion within the cultural context of their period. Particular focus on the way that noir negotiates between American and European cinematic styles, and on its representations of masculinity and femininity. Films that may be studied include Howard Hawks's *The Big Sleep*, Billy Wilder's *Double Indemnity*, Orson Welles' *The Lady from Shanghai*, Jacques Tourneur's *Out of the Past*, Robert Aldrich's *Kiss Me Deadly*, André de Tóth's *Pitfall*, Robert Altman's *The Long Goodbye*, Roman Polanski's *Chinatown*, Ridley Scott's *Blade Runner*, and Quentin Tarantino's *Reservoir Dogs*. *Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, or who have*

taken two film classes (in any department), and by permission of the instructor to other qualified students.

Mr. Shetley

ENG 324 (1)(A) Advanced Studies in Shakespeare

Topic for 1996-97: Shakespeare in Performance. A multi-faceted exploration of Shakespeare's texts as scripts for performance, with the fundamental goal of bringing alive the texts as living performances. First, study of the history of performance from Shakespeare's own time to the present, emphasizing the way that stage conditions and modes of acting contribute to "defining" the text, and using this history as a unique introduction to the history of ideas and aesthetic ideals. Extensive viewing of recorded twentieth-century performances, and trips together to see contemporary live performances. Collaboration with students in Theatre Studies in short productions to test and challenge our ideas. Because the choice of plays will depend in part on the repertoire of available local productions, the reading list will be decided at a later date; however, the course will probably include *Richard III*, *Hamlet*, *King Lear*, and *Antony and Cleopatra*, and additional plays being offered in local performances. *Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II; nonmajors, particularly those with interest or experience in performance, are also encouraged to enroll.*

Mr. Ko

ENG 325 (A) Advanced Studies in Sixteenth- and Seventeenth-Century Literature

NOT OFFERED IN 1996-97. *Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.*

ENG 335 (2)(A) Advanced Studies in Restoration and Eighteenth-Century Literature

Topic for 1996-97: Revolution and the Romantic Novel in England. A study of novels written in Britain between 1790 to 1825, a period when revolution abroad and rebellion at home questioned the innocence of literature. Close examination of works by Jane Austen, Mary Shelley, Mary Wollstonecraft, "Monk" Lewis and others, to illuminate the ways that these novels use Gothic violence and mystery, satire and even comedy to comment on and also to ignore point-

edly the proposed revolutions in manners, feelings, and gender roles as well as governments. *Prerequisite: same as for 325. Ms. Lee*

ENG 345 (2)(A) Advanced Studies in Nineteenth-Century Literature

Topic for 1996–97: The “Other” England in Mid-Nineteenth-century Culture. Inquiry into the writing and visual art produced about, for, and (in some cases) by the so-called “lower orders” in the traumatic early period of English industrial capitalism. How did novelists, poets, journalists, political and social commentators, and graphic artists seek to influence public consciousness and conscience in relation to the poor and working classes? To what ends? With what effects? Focus on Blake, Wordsworth, Dickens, Elizabeth Gaskell, Cruikshank, Carlyle, and Henry Mayhew, with supplementary material from the popular press and periodicals. Required research projects to encourage interdisciplinary and independent inquiry into the social role of literature and art, including comparisons between twentieth century and nineteenth century debates. *Prerequisite: same as for 325. In addition to qualified English majors, advanced students in History, Political Science, Art History, and Sociology are invited to apply.*

Ms. Sabin

ENG 350 (1)(2) Research or Individual Study

Open to qualified students by permission of the instructor and the chair of the department. Two or more Grade II or Grade III units in the department are ordinarily a prerequisite. Students of at least B+ standing in the work of the department shall have first consideration.

ENG 355 (2)(A) Advanced Studies in Twentieth-Century Literature

Topic for 1996–97: Joyce and Lawrence. A study of the major works of the two great antithetical novelists of the modern period: Joyce, the blaspheming Catholic and Lawrence, the paganizing Protestant. Readings include Joyce’s *Dubliners*, *Portrait of the Artist as a Young Man*, *Ulysses*, and Lawrence’s *Sons and Lovers*, *The Rainbow*, and *Women in Love*. The main feature of the course is a reading and discussion of most or all of *Ulysses*. *Prerequisite: same as for 325.*

Mr. Goodheart

ENG 360 (1)(2) Senior Thesis Research

By permission of the Chair. See p. 73, Honors.

ENG 363 (1)(A) Advanced Studies in American Literature

Topic A: Edith Wharton and F. Scott Fitzgerald. Close reading of the fiction of these two early 20th-century American writers, both of whom write extensively about the American upper class. Particular attention to issues of class and gender in the novels. *Prerequisite: same as for 325.*

Ms. Meyer

Topic B: Contemporary Poetry. Emphasis on the significance and structure of individual volumes—Elizabeth Bishop’s *Geography III*, Robert Lowell’s *Life Studies*, Allen Ginsberg’s *Howl*, Frank O’Hara’s *Lunch Poems*, Sylvia Plath’s *Ariel*, John Ashbery’s *Self-Portrait in a Convex Mirror*, Louise Glück’s *The Triumph of Achilles*, among others—as well as discussion of radical challenges to mainstream conceptions of the nature of poetry (e.g., “Language poetry”). Not a survey, but a study of the individual authors and volumes in the context of aesthetic innovation. *Prerequisite: same as for 325.*

Mr. Bidart

ENG 364 (1)(2)(A)(MR) Race and Ethnicity in American Literature

Topic for Fall: Multilingual America. An examination of how diverse American writers have tried to understand relations among America’s many cultures by describing and dramatizing relations among America’s many languages and dialects. Readings will include fiction by James Fenimore Cooper, Mark Twain, Kate Chopin, Henry Roth, and Zora Neale Hurston; reflections and memoirs by Henry James, Richard Rodriguez, Gloria Anzaldua, Amy Tan and Theresa Hak Kyung Cha; essays by linguists and anthropologists such as Benjamin Whorf and William Labov; and, if time permits, some of the literature on bilingual education and on American language policy. Discussions will focus on the particular textures and arguments of the works read, but also on the larger themes of cross-cultural interactions, the representation of language, and the creation of ethnic and linguistic identity. *Prerequisite: same as for 325. In addition, advanced students in American History, American Studies, and Language Studies are invited to apply.*

Mr. Rosenwald

Topic for Spring: Reintegrating American Literature. This course will focus on "pairings" of American and African American literary texts, in order to illustrate similarities and differences between two literary traditions. Each work first examined in its own right, then used as the lens through which to interpret the other one. Likely pairings include: Twain, *Pudd'n'head Wilson* and Douglass, *My Bondage and My Freedom*; Faulkner, *Light in August* and Wright, *Uncle Tom's Children*; Cather, *O Pioneers!* and Hurston, *Their Eyes Were Watching God*. *Prerequisite:* same as for 325.

Mr. Cain

ENG 370 (1) (2) Senior Thesis

Prerequisite: 360.

ENG 382 (1)(A) Criticism

A survey of various major theoretical approaches to literary study, including New Criticism, recent trends in psychoanalysis and in Marxism, deconstruction, the new historicism, ordinary-language criticism, particular feminist approaches, and gender theory; readings will include works by Wimsatt, Lacan, Derrida, de Man, Foucault, Jameson, Cavell, Irigaray, and Judith Butler, among others. Special attention paid to the ways that various approaches respond to and understand each other, or fail to do so. *Prerequisite:* same as for 325.

Mr. Noggle

ENG 383 (2)(A) Women in Literature, Culture, and Society

Topic for 1996-97: Charlotte Brontë and Elizabeth Gaskell: The Literary, Social, and Critical Contexts. An exploration of the complex literary relationship between Charlotte Brontë and Elizabeth Gaskell. Selected novels by both writers, in conjunction with letters, biographical material, contemporary periodical articles, and recent feminist criticism of key novels. Focus on the representation of "spinsters" and their female communities, women's roles in a culture that restricted them, the attractions and dangers of female public life, and the possible combinations of female privacy, secrecy, and love. Texts include *Jane Eyre*, *Shirley*, *Villette* (Brontë); *Cranford*, *Mary Barton*, *North and South*, *Wives and Daughters*, *The Life of Charlotte Brontë* (Gaskell). Note: Students will be expected to enter the course having very recently read *Jane Eyre*. *Prerequisite:* same as for 325.

Ms. Harman

ENG 384 (A)(MR) Literature and Empire

NOT OFFERED IN 1996-97. *Prerequisite:* same as for 325.

ENG 385 (1)(A) Advanced Studies in a Genre

Topic for 1996-97: Interpreting Lyric: Theory and Practice. Study of a wide range of poems from different periods, focusing on the question of what constitutes "lyric," or "the lyrical." Exploration of theories of inspiration and the creative process, connections of lyric to music and the visual arts, the relation of lyric to history and society, the problem of the lyric "I," the function of apostrophe, and the question of poetic form. *Prerequisite:* same as for 325. *Seminar for 1996-97. Enrollment limited to 15.*

Ms. Hickey

ENG 387 (2)(A) Authors

Topic for 1996-97: The Life and Works of Thomas Hardy (1840-1928). Focus on the poetry and fiction of Hardy, drawing attention to Hardy's unique place in both the Victorian and Modern traditions. Among works to be read: *Far From the Madding Crowd*, *Jude the Obscure*, *Tess of the D'Urbervilles* and the *Collected Poems*. *Prerequisite:* same as for 325.

Ms. Cezair-Thompson

Cross-Listed Courses

For Credit

AFR 150 b

Black Autobiography. *Not offered in 1996-97.*

AFR 150 e

The Harlem Renaissance. *Not offered in 1996-97.*

AFR 201 (1)(A)(MR)

The AfroAmerican Literary Tradition

AFR 211 (1)(MR)

Introduction to African Literature

AFR 212 (MR)

Black Women Writers. *Not offered in 1996-97.*

AFR 234 (1)(MR)

Introduction to West Indian Literature

AFR 266 (MR)

Black Drama. *Not offered in 1996-97.*

AFR 310 (1)(MR)

Seminar. Black Literature

AFR 335 (2)(MR)

Women Writers of the English-Speaking Caribbean

AMST 101 (1)

Introduction to American Studies

AMST 317 (1)

Seminar. Advanced Topics in American Studies

CLCV 104 (1)

Classical Mythology

CLCV 105 (2)

Greek and Latin Literature in Translation

CLCV 210/310 (2)

Greek Drama in Translation (*This course does not count toward the 300-level literature requirement in English.*) *Not offered in 1996-97.*

EXTD 231 (2)

Interpretation and Judgment of Films

EXTD 232 (2)

New Literatures: Lesbian and Gay Writing in America

ITAL 263 (1)

Dante (in English)

ME/R 247 (2)

Arthurian Legends

RUSS 286 (1)(A)

Vladimir Nabokov

WOST 248 (1)

Asian American Women Writers

WOST 305 (2)

Seminar. Topics in Gender, Ethnicity and Race Topic for 1996-97: Representations of Women, Natives, and Others

(*Credit may be given toward the major, but not toward the 300-level literature requirement*)

Attention is called to the list of courses on literature in translation, on p. 289.

Directions for Election

Grade I literature courses are open to all students and presume no previous college experience in literary study. They provide good introductions to such study because of their subject matter or their focus on the skills of critical reading. Critical Interpretation (English 120) is open to all students, but is primarily designed as a requirement for English majors. The course trains students in the skills of critical reading and writing. Grade II courses, also open to all students, presume some competence in these skills. They treat major writers and historical periods, and provide training in making comparisons and connections among different works, writers, and ideas. Grade III courses encourage both students and teachers to pursue their special interests. They presume a greater overall competence, together with some previous experience in the study of major writers, periods, and ideas in English or American literature. They are open to all those who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor or chair to other qualified students. For admission to seminars and for independent work (350), students of at least B+ standing in the work of the department will have first consideration. Students are encouraged to confer with the instructors of courses in which they are interested. Students should consult the more complete descriptions of all courses, composed by their instructors, posted on bulletin boards in Founders Hall, and available from the department secretary.

The English Department does not grant credit toward the major for AP courses taken in high school. First-year students contemplating further study in English are encouraged to consult the Department Chair or the advisor for first-year students in relation to their course selection. Students majoring in English should discuss their programs with their major advisors, and should consult with them about any changes they wish to make in the course of their junior and senior years.

The English major consists of a minimum of ten courses, eight of which must be in literature. At least seven courses must be above Grade I, and of

these at least two must be Grade III literature courses. *At least six of the courses for the major must be taken in the Department, including the two required Grade III courses.*

Neither Writing 125 nor English 200 may be counted toward the major—except that courses designated ENG 121/WRIT 125, WRIT 125/ENG 120, and ENG 127/WRIT 125 *do* satisfy the English 120 requirement as well as the Writing 125 requirement and will count as a unit toward the fulfillment of the major. Independent work (350, 360 or 370) does not count toward the minimum requirement of two Grade III courses for the major.

All students majoring in English must take Critical Interpretation (English 120), at least one course in Shakespeare (Grade II), and two courses focused on literature written before 1900, of which at least one must focus on writing before 1800.

Cross-listed courses may not be used to satisfy any of the above distribution requirements. English 112, English 223 and English 224 do not satisfy the pre-1800 distribution requirement. The two required Grade III courses must be in literature. Transfer students or Davis Scholars who have had work equivalent to 120 at another institution may apply to the chair for exemption from the Critical Interpretation requirement.

A minor in English consists of 5 units: (A) 120 and (B) at least 1 unit on literature written before 1900 and (C) at least one Grade III unit, excluding 350 and (D) at least 4 units, including the Grade III course, taken in the Department; a maximum of 2 creative writing units may be included.

The department offers a choice of three programs for Honors. Under Program I the honors candidate does two units of independent research culminating in a thesis or a project in creative writing. Programs II and III offer an opportunity to receive Honors on the basis of work done for regular courses; these programs carry no additional course credit. A candidate electing Program II takes a written examination in a field defined by several of her related courses (e.g., the Renaissance, drama, criticism). One electing Program III presents a dossier of essays written for several courses with a statement of connections among them and critical questions raised by them. Applicants for honors should have a minimum 3.5 GPA in the major (in courses above Grade I) and must apply to the Chair for admission to the program. A detailed description of the department's application procedure is available from the department secretary.

Special attention is called to the range of courses in writing offered by the College. Writing 125 is required of all students. Writing 125X is open, with the permission of the instructor, to students who would benefit from a continuation of Writing 125 or from an individual tutorial. English 200 is made possible through an endowed fund given by Luther I. Replogle in memory of his wife, Elizabeth McIlvaine Replogle. It is a workshop designed for students who want training in expository writing on a level above that of Writing 125, and it satisfies the writing requirement for transfer students and Davis Scholars. Courses in the writing of poetry and fiction (Grades II and III) are planned as workshops with small group meetings and frequent individual conferences. In addition, qualified students may apply for one or two units of Independent Study (350) in writing. Grade II and Grade III courses in writing, and 350 writing projects as well, may at the discretion of the instructor be offered credit/noncredit/credit-with-distinction.

Knowledge of English and American history, of the course of European thought, of theatre studies, and of at least one foreign literature at an advanced level is of great value to the student of English.

Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of two foreign languages. They should also consult with the department's Graduate School Advisor, and with their departmental advisor, about courses that are appropriate for those considering graduate work in English.

Teacher Certification: Students interested in obtaining certification to teach English in the Commonwealth of Massachusetts should consult with the Chair of the English Department and the Chair of the Department of Education.

Experimental

According to College legislation, the student-faculty Committee on Educational Research and Development has the authority to recommend experimental courses and programs to Academic Council. Faculty members and students are invited to submit their ideas to the Committee. In 1996-97 the following experimental courses will be offered:

ART 249 (A)/CS 249 (C)(1) The Art and Science of Multimedia

With the growth of multimedia, the boundaries between traditionally unrelated disciplines have blurred, facilitating the collaboration of fields that had been unrelated until recently. This course, team-taught by faculty of both the Art and Computer Science Departments, provides the students with a unique opportunity of being exposed to the knowledge and expertise of an exciting synthesis of disciplines. The course will cover a wide list of topics from: history and philosophy of hypermedia; designing user interfaces; programming; art and design for multimedia CD-ROMs and the WWW; media selection; and editing. In addition to scheduled assignments and homework, students are expected to produce a professional-level multimedia project that will be published on CD-ROM. *Admission by instructor's permission only. Recommended courses include at least one of the following: CS 110, CS 111, ART 105, ART 108, ART 209.*

Ms. Ribner, Mr. Metaxas

CHEM 114E (1)(C) and 115E (2)(C) Introductory Chemistry I and II with Laboratory

A topic-oriented approach to Introductory Chemistry. The course will be built around a series of modules, each dealing with a topic which illustrates a particular aspect of chemistry and applications of chemistry in other sciences and the broader society. The general course title for 1996-97 is "Earth, Air, Fire and Water" and modules will include the occurrence and discovery of the elements; atmospheric photochemistry; the search for new energy sources; new materials for new applications; and chemistry and agriculture, among others. *Students who take only 114C will receive 1.25 units of credit. Students who wish to take a second semester, must enroll in 115C, and may not enroll in another 115 section. 1.25 units per semester.*

Mr. Coleman

CHIN 235/JPN 235 (2)(A)(MR) A Tale and A Dream: A Comparative Study of *The Tale of Genji* and *The Story of the Stone*

Students will read the complete translation of both texts. The course examines the effect of Chinese and Japanese cultures on the writing and the reading of the two novels, and also the reciprocal effect of the novels on the cultures. We will explore a variety of topics including attitudes toward love, food, sex, death, and familial relationships. Videos and movies will be shown to supplement the reading, and guest lecturers will be arranged to provide in-depth analysis on particular topics critical to the two novels. *Open to all students.*

Ms. Morley, Ms. Mou

ECON 199/POL 199/SOC 199 (1)(B²) Introduction to Social Science Data Analysis

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand society and human behavior. Using examples drawn from the fields of economics, political science, and sociology, this course focuses on basic concepts in statistics and probability, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. The course is team-taught by instructors in different social science disciplines and draws on everyday applications of statistics and data analysis in an interdisciplinary context. Includes a third session each week. *Open to all students.*

Mr. Kauffman (Economics), Mr. Cuba (Sociology), Ms. Fastnow (Political Science)

Extradepartmental

The following section includes several separate courses of interest to students in various disciplines.

Reproductive Issues

EXTD 203 (1)(B¹ or B²) Ethical and Social Issues in Genetics

New genetic technologies confront us with complex questions: Should we use prenatal tests to select children's characteristics? Should genetic information be private and confidential? How should knowledge of the genetic origins of certain conditions affect health policy? If some personality and behavioral characteristics have genetic components, should this change our views about personal responsibility? *Prerequisite: one course in any of the following: Biology, Philosophy, Psychology, Sociology, Women's studies, or by permission of the instructor. Instructor's signature required for enrollment.*

Ms. Asch

EXTD 204 (2)(B¹ or B²) Women and Motherhood

As poet and feminist Adrienne Rich points out, motherhood is both an "experience and institution." This course highlights how social institutions and cultural beliefs shape the experience and meaning of motherhood. We will contrast motherhood today with motherhood in other cultures and periods, and we will examine how contemporary medical practice and social policy have created new options and new problems for women. Topics will include experience of pregnancy and childbirth, contemporary family policy, reproductive technologies, child abuse, and what have become known as "maternal/fetal conflicts." *Open to all students.*

Ms. Asch

Other Extradepartmental Courses

EXTD 121 (1) Into the Ocean World

This course explores how oceans influence the development of human society and how man's exploitation of marine resources can result in ecological and economic crises. Through current and historical examples principles of marine ecology, environmental policy and human economics are introduced. Lectures are combined with field trips to museums and Nantucket Island to illustrate the link between ecological and economic health. Offered by the Marine Studies

Consortium. Does not satisfy any distribution requirement. *No prerequisites. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.*

EXTD 123 (1) Water: Planning for the Future

A comprehensive introduction to the economics and ecology of water supply and water pollution control. Topics include watershed management, groundwater protection and wastewater treatment. The inherent difficulty in applying static laws and regulations to a dynamic natural resource such as water is a recovering theme. Offered by the Marine Studies Consortium. Does not satisfy any distribution requirement. *No prerequisites. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.*

EXTD 124 (2) Introduction to Marine Mammals

This course explores the biology, and natural history of marine mammals in the North Atlantic, including whales, dolphins and seals. Topics include evolution, anatomy, behavior, field identification, the history of whaling and contemporary whaling issues. Demonstration laboratory work. One Saturday field trip on Massachusetts Bay is required. Offered by the Marine Studies Consortium. Does not satisfy any distribution requirement. *College-level biology course. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.*

EXTD 126 (2) The Maritime History of New England

This course surveys New England's maritime history from the earliest Native American fishery to the shipbuilding and commerce of today. Course themes will include historical, political and economic developments. Activities include field trips to museums and marine archeological sites. Offered by the Marine Studies Consortium. Does not satisfy any distribution requirement. *No prerequisites. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.*

EXTD 128 (2) Special Problems in Coastal Science and Policy

This course presents a survey of the coastal environment, its physical characteristics, natural systems, economic uses and development pressures. Lectures examine strategies formulated in the U.S. for land and water resource management in

the coastal zone. The roles of federal, state and local government, environmental groups and resource users are also explored. Comparison with problems elsewhere in the world provides a global perspective. Offered by the Marine Studies Consortium. Does not satisfy any distribution requirement. *No prerequisites. Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.*

EXTD 216 (2)(C) Mathematics for the Physical Sciences

Mathematical preparation for advanced physical science courses. Topics include advanced integration techniques, complex numbers, vectors and tensors, vector calculus, ordinary differential equations, Fourier series and transforms, partial differential equations and special functions (Legendre, Laguerre, and Hermite polynomials, Bessel functions), matrices, operators, linear algebra, and approximation techniques. *Prerequisite: Mathematics 205 and Physics 104 or 107.*

Mr. Stark

EXTD 223 (2)(B) Gender in Science

An inquiry into the emergence of modern science, the role that women have played in its development, and the biographies of some prominent women scientists. Consideration will be given to literature on sex differences in scientific ability, the role of gender in science, and the feminist critique of science. *Not offered in 1996-97.*

Ms. Chaplin

EXTD 231 (2)(A) Interpretation and Judgment of Films

An introduction to viewing, interpreting, and writing about film. Masterworks of international cinema in the sound era will be screened, with films chosen both for artistic excellence and to illustrate the expressive possibilities of the medium. Directors studied include Welles, Hawks, Altman, Godard, Varda, Antonioni, Imamura, Ray. *Open to all students.*

Mr. Shetley

EXTD 232 (2)(A) New Literatures: Lesbian and Gay Writing in America

Fiction, autobiography, and poetry by lesbian and gay writers primarily from the post-Liberation period, including Dorothy Allison, Judy Grahn, Audre Lorde, Joan Nestle, Robert Ferro, Andrew Holleran, David Leavitt, and

Edmund White. Special attention will be given to the aesthetic and political issues raised by redefinitions of sexual identity. *Open to all students.*

Mr. Cooper

EXTD 299 Propaganda and Persuasion in the Twentieth Century

A comparative historical analysis of propaganda and strategies of persuasion in twentieth-century national cultural institutions, and social movements. Cases to be examined include Nazi Germany, the Soviet Union, the former Yugoslavia, museums, the debate over "political correctness," contemporary expressions of anti-Semitism, the animal rights movement, the anti-gun-control lobby. Students will use computer technologies to analyze visual and textual media. Enrollment limited to 40 students. *Preference given to juniors and seniors.*

Ms. Berman, Mr. Cushman

EXTD 330 (2)(A) Seminar. Comparative Literature

Topic for 1996-97: Gothic Voices: Verse and Music from the Middle Ages to the Renaissance. This course will trace the rise of vernacular verse and its musical settings in the later Medieval and early Renaissance eras. Poet/composers whose works will be considered include Bernart de Ventadorn, Beatritz Contessa di Bologna, Walther von der Vogelweide, Adam de la Halle, Jacopo da Bologna, and Guillaume de Machaut. The course aims to give students an understanding of an artistic world which, despite its national differences, was European in focus and remarkably coherent. Texts will be read in Latin, Italian, German, French, and Provençal, and in English translations prepared by the instructors. *Prerequisites in Language: Italian or French through 202, or permission of the instructors. Prerequisites in Music: one theory course at the 100 level, one theory or history course at the 200 level, or permission of the instructor.*

Mr. Lydgate, Mr. Panetta

First-Year INCIPIT Program

INtroduction to Collaboration: Interdisciplinary Problems and Intellectual Tools

Co-Directors: Dougherty and Buchholtz

Faculty for 1996-97:

Ms. Asch, *Program in Biology, Ethics, and the Politics of Human Reproduction*; Mr. Brody, *Music*; Mr. Coleman, *Chemistry*; Ms. Dougherty, *Greek and Latin*; Mr. Fleurant, *Music*; Ms. Buchholtz, *Biological Sciences*; Mr. Krieger, *Political Science*; Ms. Merry, *Anthropology*; Mr. Murphy, *Political Science*; Mr. Rodenhouse, *Biological Sciences*; Ms. Wood, *Writing Program*.

INCIPIT (in-kip-it) is a team-taught course that introduces students to the liberal arts curriculum. Drawing upon faculty from the sciences, the humanities, and the social sciences, the two-semester course sequence explores a series of complex topics from a range of disciplinary and interdisciplinary perspectives. Designed as a shared intellectual experience for up to 90 entering students, INCIPIT sets out to help students grapple with, interpret, and write about a complex and interdependent world.

INCIPIT focuses on four themes (two each semester) that reflect the expertise and interests of the INCIPIT faculty:

A) Origins

How have different cultures imagined the origins of the universe? of human and animal life? of artistic and musical expression? of social and political structures like the family, the city, the nation? What do these tales of origin tell us about the present? How do we understand the beginning of individual human lives from a scientific or an ethical point of view? What does Mitochondrial Eve tell us about the origins of humans and about how closely we are all related to each other?

B) Development and the Question of Progress

What are the principles of evolution theory and how have they influenced our notions of development and progress scientific, social, and creative? How do they help societies (ancient and modern, western and non-western) frame ques-

tions of progress and decline? What were the technological innovations of the Industrial Revolution and for whom did they spell progress? How do we compare the lives of miners and their families recounted in the nineteenth-century French novel *Germinal* with the experiences of their counterparts in late twentieth-century British mining villages?

C) Colonialism, Racism, and Nationalism

How do literary texts like Shakespeare's *The Tempest* reflect the colonial process and shape our understanding of it? How has colonialism contributed to racism? How do we reconcile biological and social definitions of race? What is the nation-state and what historical, political, and cultural forces combine to determine its borders? How do racial and ethnic identities coincide and conflict with national and political identities?

D) Global Limits

What are the different ways in which maps and ethnographies help explore and describe the limits of the earth? How do scientific, technological, political, economic and social concerns converge around issues such as ozone depletion and global warming? What is the impact of shifting populations upon the global distribution of resources? How do music and dance represent competing voices and identities and help to recognize cultural continuities in a global context? What do women's emerging voices contribute to the broadening of the cultural vista in the arts?

A primary goal of INCIPIT is to integrate writing and oral communication firmly within a student's academic program. INCIPIT will include instruction in analysis and interpretation, the revision process, the formulation of argument, and a comparative analysis of the conventions of academic writing across the curriculum. The Director of the Writing Program will teach in the program as well as supervise student writing tutors. Satisfactory completion of the two-semester sequence will fulfill the college writing requirement.

The weekly schedule will include two seventy-minute classes (a combination of lectures and small group discussions led by faculty teams), as well as a two and one-half hour lab/workshop (e.g., experimental science lab, writing workshop, creative project, simulation). Participants will be housed in the Bates, Freeman, McAfee dormitory complex in order to encourage intellectual exchange outside of the classroom. Participation is limited to ninety students. Students will receive 1 unit of credit for satisfactory completion of semester one, and 1.25 units of credit for semester two.

The program is funded in part by a grant from the National Endowment for the Humanities, the Fund for the Improvement of Post Secondary Education, and the National Science Foundation as part of an initiative to promote collaboration between the sciences, the humanities, and the social sciences.

Please see the INCIPIT brochure for more detailed information about this program and how to apply.

French

Professor: Mistacco^{A1}, Gillain^A, Lydgate, Raffy, Respaut^{A1}, Levitt (Chair)

Associate Professor: Masson

Assistant Professor: Crouzières, Datta, Elmarsafy^A, Rogers, Petterson, Tranvouez

Lecturer: Egron-Sparrow

All courses are conducted in French. Oral expression and composition are stressed.

The Department reserves the right to place new students in the courses for which they seem best prepared and to assign them to specific sections depending upon enrollments.

Qualified students are encouraged to live at the *Maison française* and to spend their junior year in France on the Wellesley-in-Aix program or another approved program. See p. 72.

FREN 101–102 (12)(A) Beginning French

Intensive training in French, with special emphasis on culture, communication, and self-expression. A multi-media course, based on the video series *French in Action*. Weekly audiovisual presentations introduce new cultural and linguistic material. Regular video and audio assignments in the language laboratory. Three periods. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to students who do not present French for admission, or by permission.*

Mr. Lydgate, Ms. Rogers, Staff

FREN 201 (1)(A) Intermediate French

Continued intensive training in communications skills, self-expression, and cultural insight, using the video series *French in Action*. Regular video and audio assignments in the language laboratory. Additional reading and writing assignments along with further development of conversational skills. Three periods. *No credit will be given for this course unless both semesters (201–202) are completed satisfactorily. Prerequisite: 102 or by permission. CEEB score of 460 or an equivalent Departmental Placement score.*

Ms. Datta, Staff

FREN 202 (1)(2)(A) Intermediate French

Speaking, reading and writing skills developed through discussion of plays, short stories, poems, newspaper articles, movies and television programs. *Prerequisite: 201, or 102 by permission.*

CEEB score of 510 or an equivalent Departmental Placement score. Students who take 202 first semester must take 204 to get credit for 202.

Ms. Masson, Ms. Datta, Staff

FREN 203–204 (12)(A) The Language and Culture of Modern France

Discussion of selected modern literary and cultural texts. Grammar review. Study of vocabulary and pronunciation. Frequent written and oral practice. Three periods. No credit will be given for this course unless both semesters are completed satisfactorily. *Prerequisite:* 202 (1) for 204 or CEEB score of 560 or an equivalent Departmental Placement score. Not open to students who have taken [141–142].

Ms. Mistacco, Mr. Petterson, Staff

FREN 206 (1) (2)(A) Intermediate Spoken French

Practice in conversation, using a variety of materials including films, videotapes, periodicals, songs, radio sketches, and interviews. Regular use of the language laboratory. *Prerequisite:* 202 or 204 or by acceleration from 203, a CEEB score of 610 or an equivalent Departmental Placement score.

Ms. Respaut, Ms. Raffy

FREN 207 (2)(A) French Society Today

Issues and attitudes in today's France. Class discussion of periodicals, newspapers and other representative texts. Oral reports, short papers, outside reading. *Prerequisite:* 202 or 204 or by acceleration from 203, a CEEB score of 610 or an equivalent Departmental Placement score.

Ms. Datta

FREN 208 (A) Women and the Literary Tradition

NOT OFFERED IN 1996–97. An introduction to women's writing from Marie de France to Marguerite Duras, from the Middle Ages to the twentieth century. The course is designed to develop an appreciation of women's place in French literary history. Special attention is given to the continuities among women writers and to the impact of their minority status upon their writing. *Prerequisite:* 202 or 204 or by acceleration from 203, a CEEB score of 610 or an equivalent Departmental Placement score. Not open to students who have taken [200].

Ms. Mistacco

FREN 209 (A) French Literature and Culture Through the Centuries I: From the Renaissance to the Seventeenth Century

NOT OFFERED IN 1996–97. A survey of the major trends in French literature and culture from the Renaissance to French Classicism. Readings from a representative cross-section of genres and writers, 1450–1700, with frequent reference to the surrounding cultural context. *Prerequisite:* 202 by permission of the instructor or 204 or by acceleration from 203, a CEEB score of 610 or an equivalent Departmental Placement score.

Mr. Elmarsafy

FREN 210 (2)(A) French Literature and Culture Through the Centuries II: From the Enlightenment to Existentialism

A study of the major authors of the French Canon from the eighteenth to the twentieth centuries. Readings from Voltaire, Montesquieu, Diderot, Balzac, Flaubert, Gide and Camus. *Prerequisite:* 202 or 204 or by acceleration from 203, a CEEB score of 610 or an equivalent Departmental Placement score.

Mr. Petterson

FREN 211 (1)(2)(A) Studies in Language I

Comprehensive review of French grammar, enrichment of vocabulary, and introduction to French techniques of composition and the organization of ideas. *Prerequisite:* At least one unit of 204, 205, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score. Not open to students who have taken [222].

Ms. Masson, Staff

FREN 212 (2)(A) Studies in Language II

Skills in literary analysis and appreciation are developed through the close study of short stories, poems, and plays. Techniques of expression in French essay writing, including practice in composition and vocabulary consolidation, are emphasized. *Prerequisite:* At least one unit of 204, 205, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score. Not open to students who have taken [223].

Ms. Raffy

**FREN 213 (1)(A) From Myth to the Absurd:
French Drama in the Twentieth Century**

An investigation of the major trends in modern French drama: the reinterpretation of myths, the influence of existentialism, and the theater of the absurd. Special attention is given to the nature of dramatic conflict and to the relationship between text and performance. *Prerequisite:* At least one unit of 204, 205, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score.

Ms. Masson

**FREN 214 (2)(A) Masterpieces of the
Nineteenth-Century Novel**

Intensive study of narrative patterns, techniques and the representation of reality in major works by Balzac, Stendhal, Flaubert, Zola. *Prerequisite:* At least one unit of 204, 205, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score.

Ms. Rogers

FREN 215 (A) Baudelaire, Verlaine, Rimbaud

NOT OFFERED IN 1996–97. Close study of a body of poetry which ranks among the most influential in Western literature, and which initiates modern poetics. Baudelaire: romanticism and the modern; Verlaine: free verse and the liberation of poetic form; Rimbaud: the visionary and the surreal. Analysis of texts and their historical context, through a variety of theoretical approaches. *Prerequisite:* At least one unit of 204, 205, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score.

Ms. Respaut

FREN 216 (A) French Short Stories

NOT OFFERED IN 1996–97. This course will study a wide range of short texts from the rough and comic Fabliaux of the Middle Ages to the most modern Michel Tournier and Pierrette Fleutiaux's deconstruction of fairy tales, through a literary and cultural perspective. *Prerequisite:* At least one unit of 204, 205, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score.

Ms. Raffy

FREN 217 (1)(A) Books of the Self

Texts from the Middle Ages to the present that seek to represent the reality of the self in the space

of a book. Confessional and autobiographical works by Augustine, Abélard, Montaigne, Camus, Annie Ernaux, Roland Barthes, Maryse Condé. Problems of writing: credibility, perspective, the role of style. Dangers and illusions of the mirror-image. Dominant discourse and the marginalization of minority voices. The role of the reader as accomplice, witness, judge, confessor. *Prerequisite:* At least one unit of 204, 205, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score.

Mr. Lydgate

**FREN 218 (2)(A)(MR) Voices and Perspectives
from the Francophone World**

Prerequisite: At least one unit of 204, 205, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score.

FREN 219 (1)(A) Love/Death

NOT OFFERED IN 1996–97. This course investigates the connection between fiction and poetry and our fundamental preoccupation with the issues of love and death. Texts ranging from the Middle Ages to the twentieth century are studied, with an eye toward understanding how the themes of love and death are related to story structure, narration, and the dynamics of reading. *Prerequisite:* At least one unit of 204, 205, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score. Permission of the instructor is required.

Ms. Respaut

**FREN 220 (A) Myth and Memory in Modern
France: From the French Revolution to May
1968**

NOT OFFERED IN 1996–97. How do the French view their past and what myths have they created to inscribe that past into national memory? In this course, we will examine modern French history and culture from the perspective of "les lieux de mémoire," that is, symbolic events, institutions, people, and places that have shaped French national identity. *Prerequisite:* At least one unit of 204, 205, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score.

Ms. Datta

FREN 226 Advanced Spoken French

NOT OFFERED IN 1996–97. Practice in oral expression to improve fluency and pronunciation with special attention to grammatical structures, idiomatic vocabulary and phonetics. Contemporary French culture will be analyzed through various media. In addition to periodicals, cartoons, songs, videotaped news broadcasts and advertisements, extensive use will be made of recent French films without subtitles. Not recommended for students who have studied in France. *Prerequisite:* One Grade II unit except 206, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score.

Ms. Gillain

FREN 230 (2)(A) Paris: City of Light

A study of Paris as the center of French intellectual, political, economic, and artistic life through an analysis of its changing image in literature from the Middle Ages to the present. Contemporary materials such as films, songs, and magazines are used to show how the myths and realities of the city's past influence Parisian life today. *Prerequisite:* At least one unit of 204, 205, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score.

Ms. Raffy

FREN 240 (1)(A) Images of Women in French Film

NOT OFFERED IN 1996–97. A survey of films by major French directors that focus on a central female character. The course will study psychological, sociological and stylistic aspects of the representation of women in cinema and their changing images from the Thirties to the present. Women's roles within the family and society will be analyzed, as will status of film stars as mythic creations of an idealized woman. The films chosen for study will illustrate the history of French cinema over sixty years. *Prerequisite:* At least one unit of 204, 205, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score.

Ms. Gillain

FREN 250 (1)(A) The French Press

Reading and study of current newspaper and magazine articles as well as video. Analysis of cartoons, comic strips and advertisements. Ideological, sociological and stylistic differences are stressed. Systematic comparison with the Ameri-

can Press. Intensive practice in conversation and composition. Oral and written reports. *Prerequisite:* At least one unit of 204, 205, 206, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Department Placement score.

Ms. Raffy

FREN 259 (A) Selected Topics

Topic A: NOT OFFERED IN 1996–97. Literature and the Supernatural. The goals of this course are to study the origins and popularity of French literature about the supernatural from the end of the thirteenth century to the twentieth century, to explore the specific narrative structure and themes of supernatural tales, and to understand what gives birth to images of the supernatural such as the devil and the vampire. *Prerequisite:* At least one unit of 204, 205, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score.

Ms. Masson

Topic B: NOT OFFERED IN 1996–97. French Poetry through the Centuries. The voices, forms and innovations of French poets, women and men, from the troubadours and Marie de France to Rimbaud, Apollinaire and Breton. *Prerequisite:* At least one unit of 204, 205, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score.

Mr. Petterson

Topic C: NOT OFFERED IN 1996–97. Versailles and the Age of Louis XIV. Versailles will be used as a focal point for the study of the aesthetic and literary trends prevalent in seventeenth-century France, as well as the social and historical trends that accompanied them. Works from a wide range of genres (including films, plays and memoirs) will be chosen to examine the state of the arts in France under the Sun King. *Prerequisite:* At least one unit of 204, 205, 206, 207, 208, 209, or 210, a CEEB score of 650, an AP score of 4 or 5, or an equivalent Departmental Placement score.

Mr. Elmarsafy

FREN 301 (A) Forms, Reforms and Revolutions: The Middle Ages and Renaissance

NOT OFFERED IN 1996–97. Literary beginnings in the French Renaissance. The discovery and recovery of ancient culture and the waning of the Middle Ages: humanism, mysticism, the example of Italy, the advent of printed books,

religious reform and counter-reform, individualism, skepticism. Effects of these forces on major Renaissance writers and on the new forms of expression their works reflect. Rabelais and the emergence of the novel. Montaigne and the origins of autobiography. Ronsard's reorientation of the love lyric. Louise Labé and Marguerite de Navarre: women in search of a language and a voice. *Prerequisite: Two Grade II units, including one in literature (213 or above).*

Mr. Lydgate

FREN 303 (A) Advanced Studies in the Seventeenth and Eighteenth Centuries:
Corneille, Molière, Racine

NOT OFFERED IN 1996–97. This course will survey the development of classical theater in France as exemplified by the works of Corneille, Molière and Racine. Texts will be read in the context of the political, social and literary histories of the seventeenth century. *Prerequisite: Two Grade II units, including one in literature (213 or above).*

Mr. Elmarsafy

FREN 304 (2)(A) Male and Female Perspectives in the Eighteenth-Century Novel

Drawing from recent feminist inquiries into the politics of exclusion and inclusion in literary history, the course examines, in dialogue with masterpieces authored by men, novels by major women writers of the period, novels much admired in their time, subsequently erased from the pages of literary history, currently rediscovered. Works by Prévost, Mme Claudine de Tencin, Françoise de Graffigny, Marie Jeanne Riccoboni, Rousseau, Diderot, Laclos, Isabelle de Charrière. *Prerequisite: Two Grade II units, including one in literature (213 or above).*

Ms. Mistacco

FREN 305 (1)(A) Advanced Studies in the Nineteenth Century

Artistic and Political Revolutions from 1789 to 1851: The Rise and Fall of Romanticism. During the Romantic era, a series of political revolutions and coups paralleled literary and artistic battles in a whirlwind of changes that altered the face of French society and culture. In this course, we will examine the source and nature of the Romantic spirit, its rebellion against Classicism, the conditions of its emergence and the causes of its decline. *Prerequisite: Two Grade II units, including one in literature (213 or above).*

Ms. Rogers

FREN 306 (A) Literature and Ideology in the Twentieth Century

NOT OFFERED IN 1996–97. Ideological purpose and literary form in selected works of Gide, Breton, Malraux, Sartre, Camus, and Robbe-Grillet. *Prerequisite: Two Grade II units, including one in literature (213 or above).*

Staff

FREN 307 (A) French Poetry in the Twentieth Century

NOT OFFERED IN 1996–97. The nature and function of poetic creation in the works of Valéry, Apollinaire, Breton, Saint-John Perse, Char, and Ponge. *Prerequisite: Two Grade II units, including one in literature (213 or above).*

FREN 308 (2)(A) Advanced Studies in Language I

The techniques and art of translation are studied through an analysis of the major linguistic and cultural differences between French and English. Translations from both languages. *Prerequisite: Two Grade II units. Open to Juniors and Seniors only, or by permission of the instructor.*

Ms. Rogers

FREN 314 (2)(A) Cinema

NOT OFFERED IN 1996–97. François Truffaut: An in-depth review of Truffaut's overall contribution to cinema. Includes readings from his articles as a film critic, a study of influences on his directorial work (Renoir, Hitchcock, Lubitsch) and a close analysis of twelve of his films using a variety of critical approaches: biographical, historical, formal, and psychoanalytical. *Prerequisite: Two Grade II units.*

Ms. Gillain

FREN 316 (A) Duras

NOT OFFERED IN 1996–97. Duras: A study of Marguerite Duras's literary and film production centering on her poetics of the Other and her practice of *écriture féminine*. Figures of alterity ranging from social outcasts, madwomen, and criminals to that incarnation par excellence of otherness, woman, will be examined in connection with Duras' subversion of sexual, familial, social, literary and cinematic conventions. Analysis of representative novels, films, short stories and plays. Readings from interviews, autobiographical texts, and articles. *Prerequisite: Two Grade II units, including one in literature (213 or above).*

Ms. Mistacco

FREN 318 (A) Modern Fiction

NOT OFFERED IN 1996–97. The course examines various twentieth-century forms of fiction, including avant-garde and feminist works. Changes in the concept and practice of reading are related to intellectual currents and developments in the arts and film. Authors include André Gide, Samuel Beckett, Nathalie Sarraute, Alain Robbe-Grillet, Claude Simon, Marguerite Duras. *Prerequisite:* Two Grade II units, including one in literature (213 or above).

Ms. Mistacco

FREN 319 (A) Women, Language, and Literary Expression

Topic A: NOT OFFERED IN 1996–97. Difference: Fiction by Twentieth-Century Women Writers in France. Challenges to the institution of literature, to patriarchal thinking and male discourse in texts by Beauvoir, Colette, Cardinal, Chawaf, Duras, Wittig, and Djébar. The creative possibilities and risks involved in equating the feminine with difference. Perspectives on women, writing, and difference in colonial and post-colonial contexts. Readings from feminist theoreticians, including Cixous, Kristeva, and Irigaray. *Prerequisite:* Two Grade II units, including one in literature (213 or above).

Ms. Mistacco

Topic B: NOT OFFERED IN 1996–97. Subversion and Creativity: Twentieth-Century Women Writers in France. Selected texts by Bouraoui, Colette, Beauvoir, Duras, Leduc, Chawaf and Wittig, with emphasis on the transformations in thinking about women in recent decades and the correspondingly explosive forms of writing by women in their search for a new language. *Prerequisite:* Two Grade II units, including one in literature (213 or above).

Ms. Respaüt

FREN 321 (1)(A) Seminar

Topic A: Women Playwrights at the Comédie-Française. Analysis of plays by women authors. Women's images of love, sexuality and motherhood. Their portrayal of men, particularly as lovers or parents, their vision of society and the world. *Prerequisite:* Two Grade II units, including one in literature (213 or above).

Ms. Masson

Topic B: Critical Art: The Artist as Critic. A study of the poet's emergence as an art critic between the eighteenth and twentieth centuries.

Through the works of Balzac, Baudelaire, Mallarmé and Apollinaire, we will examine how writers and poets appropriate the discourse of visual artists and musical composers in an attempt to assert the hegemony of poetry and literature. *Prerequisite:* Two Grade II units, including one in literature (213 or above).

Mr. Petterson

Topic C: NOT OFFERED IN 1996–97. Proust: Metaphors of Artistic Creation. A close reading of representative section of Proust's *La Recherche du temps perdu*. Focusing on three central characters (a writer, a musician and a painter), we examine and question the way artistic media are confronted and fused thematically and aesthetically in *La Recherche*. Other issues to be discussed include: the aesthetic experiences and quests of the hero and narrator, the initiation of the reader through reflexive reading, and narratology and reader-response applied to the Proustian text. *Prerequisite:* Two Grade II units, including one in literature (213 or above).

Ms. Rogers

FREN 327 (A) The Feminine in Nineteenth-Century Texts

NOT OFFERED IN 1996–97. A feminist perspective on women in fictional and non-fictional prose. Works by Balzac, Barbey d'Aurevilly, Maupassant, Michelet, and Sand. *Prerequisite:* Two Grade II units, including one in literature (213 or above). Permission of the instructor is required.

Ms. Respaüt

FREN 329 (2)(A) Colette/Duras: "A Pleasure Unto Death"

Two prolific authors whose works embrace the span of women's writing in the twentieth century, and who correspondingly illustrate the essential features of modern expression by women. Attention to the phases of a woman's life, sexuality, the figure of the mother, exoticism and race, and the relation between fiction and autobiography. *Prerequisite:* Two Grade II units, including one in literature (213 or above).

Ms. Respaüt

FREN 330 (A)(MR) French and Francophone Studies

NOT OFFERED IN 1996–97. *Questions of Identity in Post-Colonial Writing.* An introduction to some of the Third World literatures of French expression: West Africa, North Africa,

and the Caribbean. A study of the attempt to define the essence of the Francophone experience and identity through literary discourse. *Prerequisite: Two Grade II units, including one in literature (213 or above). Satisfies the multicultural requirement.*

FREN 349 (1)(A) Studies in Culture and Criticism

Topic A: La Belle Epoque: Politics, Society and Culture in France: 1880–1914. In the aftermath of World War I, French men and women viewed the years immediately preceding the war as a tranquil and stable period in French history. Yet during those years which subsequently became known as “la Belle Epoque,” the French experienced changes of enormous magnitude: the invention of the automobile and the airplane, the emergence of consumer culture and a working class, the development of a national press, and the expansion of an overseas colonial empire. Such ebullience was reflected in the flowering of the arts—witness the emergence of Paris as the capital of the European avant-garde. In this interdisciplinary course, which draws on literary texts and historical documents, as well as on films, posters, and songs, we will examine French society, politics, and culture during the era that ushered France into the modern age. *Prerequisite: Two Grade II units, including one in literature (213 or above).*

Ms. Datta

Topic B: NOT OFFERED IN 1996–97. French Cultural Identities. An exploration of French cultural identity in the context of European unification and the multimedia revolution. Study of social change and the transmission of culture through education materials, family life, popular myths and culture. Comparative approach using novels, films, newspapers, and television. *Prerequisite: Two Grade II units above 206.*

Ms. Raffy

Topic C: NOT OFFERED IN 1996–97. The Dreyfus Affair. An interdisciplinary course that places the Dreyfus Affair within the context of French history and culture. We examine the social and political effects of the Affair, including its role as a catalyst for the collective involvement of intellectuals in the national arena. The course also studies the rich and varied representations of the Affair in literature, the graphic and plastic arts, and film. *Prerequisite: Two Grade II units above 206.*

Ms. Datta

FREN 350 (1)(2) Research or Individual Study
Prerequisite: Two Grade II units above 206.

FREN 360 (1)(2) Senior Thesis Research
By permission of Department. See p. 73, Honors.

FREN 370 (1)(2) Senior Thesis
Prerequisite: 360.

Attention is called to the list of courses on literature in translation, on p. 289.

Directions for Election

Grade I: Course 101–102 is counted toward the degree but not toward the major. Students who begin with 101–102 in college and who plan to major in French should consult the chair of the department during the second semester of their first year.

Grade II: Students who have completed both 101–102 and 201–202 will not normally take 203–204. A student may not count toward the major both 201–202 and 203–204; or both 206 and 226.

Acceleration: Students who achieve a final grade of A or A– in 102 may, upon the recommendation of their instructor, accelerate to 202 or 203. Students who receive a grade of A or A– in 201 may, on the recommendation of their instructor, accelerate to 204. Students who receive a grade of A or A– in 202 (1) or 203 may, on the recommendation of their instructor, accelerate to courses 206 through 210. Students who accelerate from 201, 202 (1), or 203 receive one unit of credit for 201, 202, or 203 and satisfy Wellesley’s foreign language requirement upon successful completion of their second semester’s work at Grade II.

Students who complete 202 or 203 during the first semester of their sophomore year and who wish to prepare for study abroad in France their junior year may take French 211 or 212 along with another 200-level course (204–210) as a corequisite during the second semester.

Requirements for the Major: Majors are required to complete a minimum of eight courses, including the following courses or their equivalents: either 211 [222] or 212 [223] and 308. The goals of a coherent program are: (a) Oral and written linguistic competence; (b) acquisition of basic techniques of reading and interpreting texts; (c) a general understanding of the history of French literature; (d) focus on some special area of study (such as a genre, a period, an author, a movement,

criticism, poetics, contemporary French culture.) Students planning to major in French should consult with Andrea Levitt.

Graduate Studies: Students planning graduate work in French or comparative literature should write a 370 honors thesis and study a second modern language and Latin.

Teacher Certification: Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult Andrea Levitt, and the Chair of the Department of Education.

Teaching Assistant Program in a French "Lycée": Each year the Department selects at least two senior French majors interested in the teaching profession to teach in a French high school after graduation.

French Cultural Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Datta*

Wellesley also offers an interdepartmental major in French Cultural Studies, which combines courses from the Department of French with courses in Art, Political Science, History, Music, or any other department offering courses on France or francophone countries. French Cultural Studies majors ordinarily work closely with two advisors, one from the French Department and one from the other area of concentration.

For the major in French Cultural Studies, at least four units in French above the Grade I level are required. One of those units must be French 207, and at least one of the following courses must be elected: 211 [222], 212 [223], or 308. As for all majors at Wellesley, two courses are required at the Grade III level; one of these must be taken in the French Department.

FRST 350 (1)(2) Research or Individual Study

Open by permission to juniors and seniors.

FRST 360 (1)(2) Senior Thesis Research

By permission of director. See p. 73, Honors.

FRST 370 (1)(2) Senior Thesis

Prerequisite: 360.

Students will also take a minimum of two units in related departments from among the following:

AFR 210 (2)(A)(MR)

Folk and Ritual Music of the Caribbean

AFR 211 (1)(A)(MR)

Introduction to African Literature

ARTH 202 (A)

Medieval Representational Arts. *Not offered in 1996–97. Offered in 1997–98.*

ARTH 203 (1)(A)

Cathedrals and Castles of the High Middle Ages

ARTH 219 (A)

Nineteenth-Century Art. *Not offered in 1996–97.*

ARTH 223 (1)(A)

The Decorative Arts

ARTH 226 (A)

History of Photography. *Not offered in 1996–97.*

ARTH 234 (A)

Topics in Nineteenth-Century Art:
Impressionism. *Not offered in 1996-97.*

ARTH 312 (2)(A)

Seminar. Topics in Nineteenth-Century Art

ARTH 323 (A)

Seminar. Decorative Arts. *Not offered in 1996-97.*

EXTD 330 (2)(A)

Seminar. Comparative Literature. Topic for 1996-97: Gothic Voices: Verse and Music from the Middle Ages to the Renaissance

HIST 218 (1)(B¹)

Jews in the Modern World, 1815-Present

HIST 236 (B¹)

The Emergence of Modern European Culture:
The Seventeenth and Eighteenth Centuries.
Not offered in 1996-97.

HIST 237 (B¹)

Modern European Culture: The Nineteenth and
Twentieth Centuries. *Not offered in 1996-97.*
Offered in 1997-98.

HIST 244 (1)(B¹)

History of Modern France, 1789-1981

HIST 265 (B¹)(MR)

History of Africa. *Not offered in 1996-97.*
Offered in 1997-98.

HIST 266 (B¹)(MR)

The Struggle Over North Africa, 1800-Present.
Not offered in 1996-97. Offered in 1997-98.

HIST 328 (1)(B¹)

Anti-Semitism in Historical Perspective

HIST 338 (1)(B¹)

Seminar. European Resistance Movements in
World War II

HIST 361 (B¹)

Seminar. Crisis and Renovation: Comparative
Themes in the History of France and Britain
since 1945. *Not offered in 1996-97.*

For these courses, students are expected to write
their main paper(s) on a French topic. In addition,
and in consultation with the director, research
and individual study (350) may be approved, as
may such courses as: Art 224 (Modern Art); Art
228 (19th and 20th-Century Architecture); Art
250 (From Giotto to the Art of the Courts: Italy
and France 1300-1420); Art 332 (Seminar. The

Thirteenth-Century King as Patron); History 237
(Modern European Culture: the 19th and 20th
Centuries); Philosophy 200 (Modern Sources of
Contemporary Philosophy); Philosophy 223
(Phenomenology and Existentialism); Political
Science 205 (Politics of Western Europe).

Teacher Certification: Students interested in
obtaining certification to teach French in the
Commonwealth of Massachusetts should consult
Andrea Levitt or Michèle Respaut, and the Chair
of the Department of Education.

Geology

Professor: *Andrews (Chair), Thompson*

Associate Professor: *Besancon*

Laboratory Instructor: *Tary, Waller*

All courses with laboratory meet for two periods of lecture, and one three-hour laboratory session weekly.

GEOL 100 (1)(C) Oceanography

An introduction to ocean science with an emphasis on marine geology. Topics include ocean currents and sediments, ocean basin tectonics and evolution, coral reefs, deep-sea life, and marine resources. No laboratory. *Open to all students.*

Mr. Andrews

GEOL 102 (1)(2)(C) The Dynamic Earth with Laboratory

Introduction to geologic processes ranging from microscopic growth of mineral crystals to regional erosion and deposition by water, wind and ice to volcanism and earthquakes associated with global plate motions. Interactions between these dynamic systems and such human activities as mining, farming and development. Laboratory and field trips include study of minerals, rocks, topographic and geologic maps. *Open to all students.*

The Staff

GEOL 200 (2)(C) The Earth and Life through Time with Laboratory

The geologic history of North America and the evolution of life as revealed in the fossil record. Includes discussion of ancient environments, tectonic evolution of mountain ranges, origin and extinction of life forms. Laboratory and field trip. *Prerequisite: 102 or by permission of the instructor.*

Mr. Andrews

GEOL 202 (1)(C) Mineralogy with Laboratory

Introduction to crystallography; systematic study of the rock-forming minerals. Emphasis on geochemical relationships including bonding, solid solution series, and mineral structure. Introduction to optical mineralogy. Laboratory. *Prerequisite: 102 or by permission of the instructor.*

Mr. Besancon

GEOL 204 (1)(C) Catastrophes and Extinctions

An examination of mass extinctions in the history of life. Topics covered will include: evolution and the fossil record, gradual change and catastrophic events, dinosaurs and their extinction, periodicity of mass extinctions, the prospect of future extinctions and an evaluation of the possible causes of extinctions, including sea-level changes, climate changes, volcanism and meteorite impacts. *Prerequisite: 102 or by permission of the instructor. Normally offered in alternate years. Not offered in 1997-98.*

Mr. Andrews

GEOL 206 (1)(C) Structural Geology with Laboratory

NOT OFFERED IN 1996-97. OFFERED IN 1997-98. Introduction to geometry and origin of rock structure ranging from microtextures and fabrics to large-scale folding and faulting. Emphasis on processes of rock deformation in terms of theoretical prediction and experimental findings. Laboratory and field trips. *Prerequisite: 102 or by permission of the instructor. Normally offered in alternate years.*

Ms. Thompson

GEOL 211 (2)(C) Geology and Human Affairs

This course will focus on interactions between people and their physical environment. Geological component to emphasize soils, coastal and glacial processes and deposits, surface and groundwater flows, fractures and faults in bedrock as fluid conduits. Human impacts will be examined in terms of adverse effects on geological systems and in terms of protective environmental regulation and remediation. Case studies will highlight recent and ongoing projects in New England relating to hazardous waste management, water supply protection, wastewater disposal and the Boston Harbor Cleanup. No laboratory. *Prerequisite: 102 and by permission of the instructor. Normally offered in alternate years. Not offered in 1997-98.*

Ms. Thompson

GEOL 304 (2)(C) Stratigraphy and Sedimentation with Laboratory

NOT OFFERED IN 1996-97. OFFERED IN 1997-98. Formation, composition, and correlation of stratified rocks. Emphasis on sedimentary environments, transportation of sedimentary particles, sediment diagenesis, and sedimentary petrography. Laboratory and field trips. 1.25

units of credit. *Prerequisite:* 202. *Normally offered in alternate years.*

Ms. Thompson

GEOL 305 (1)(C) Paleontology with Laboratory

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. The morphology and evolution of the major invertebrate fossil groups. Discussion of functional morphology, origin of species and higher taxa, extinctions, ontogeny and phylogeny, and vertebrate evolution. Laboratory. *Prerequisite:* 200 or by permission of the instructor. *Normally offered in alternate years.*

Mr. Andrews

GEOL 309 (2)(C) Petrology with Laboratory

Study of the origin and occurrence of igneous and metamorphic rocks with particular reference to modern geochemical investigations. Examination and description of hand specimens and thin sections using the petrographic microscope. Laboratory. 1.25 units of credit. *Prerequisite:* 202. *Normally offered in alternate years. Not offered in 1997–98.*

Mr. Besancon

GEOL 311 (2)(C) Hydrogeology with Laboratory

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. Investigation of water supply and use. Principles of surface and groundwater movement and water chemistry are applied to the hydrologic cycle in order to understand sources of water for human use. Quantity and quality of water and the limitations they impose are considered. Laboratory. *Prerequisite:* 102 and permission of the instructor. *Normally offered in alternate years.*

Mr. Besancon

GEOL 314 (1)(C) North America: A Tale of Two Seacoasts

The evolution of North America in terms of plate tectonic processes presently operating on the “passive” Atlantic seaboard and the tectonically active Pacific coast. Similar vertical movements, faulting and volcanism will be traced backward as formative processes in the Cenozoic and Mesozoic mountains of the Cordillera, the Paleozoic Appalachian chain and deeply eroded Precambrian belts of the continental core. We will also touch on glaciation and other landscape-forming processes. This course is writing intensive. *Prerequisite:* 200 or by permission of the

instructor. *Normally offered in alternate years. Not offered in 1997–98.*

Ms. Thompson

GEOL 349 (2)(C) Seminar. Geologic Time

The vastness of time probably figures more centrally in geology than in any other natural science. This seminar will explore how million and billion-year time spans have been conceptualized and historically ordered into the time scale memorized by every beginning geology student. We will also study modern isotopic approaches to calibrating geologic time and implications of increasingly precise age constraints for processes including organic evolution and global climate change. Readings from works of Stephen Jay Gould and John McPhee and from current geoscience journals. Topic for Seminar in 1997–98 to be determined. *Prerequisite:* 200 and permission of the instructor.

Ms. Thompson

GEOL 350 (1)(2) Research or Individual Study
Open by permission to juniors and seniors.

GEOL 360 (1)(2) Senior Thesis Research

By permission of department. See p. 73, Honors.

GEOL 370 (1)(2) Senior Thesis

Prerequisite: 360.

Directions for Election

In addition to eight units in geology, normally to include 200, 202, 206, 304, and 309, the minimum major requires four units from other laboratory sciences, mathematics, or computer science. All four units may not be taken in the same department. A student planning graduate work should note that most graduate geology departments normally require two units each of chemistry, physics, and mathematics. Biology often may be substituted if the student is interested in paleontology.

The department recommends that students majoring in geology take a geology field course, either 12.114 and 12.115 offered in alternate years by MIT or a summer geology field course offered by another college.

A minor in geology (5 units) consists of: (A) 102 and (B) 2 units in one of the four following areas of concentration: I. (Paleobiology) 200, 204, 305 or II. (Structural Geology) 206, 314 or III. (Petrology) 202, 304, and 309 or IV. (Environmental Geology) 211, 311 and (C) 2 additional 200 or 300 level units.

German

Professor: Ward^{A2}, Hansen (Chair)

Associate Professor: Kruse

Assistant Professor: Leventhal, Nenno,
Nolden^A

Director of Wellesley-in-Konstanz Program:
Ursula Dreher

Because the language of instruction above the 100 level is almost exclusively German, students have constant practice in hearing, speaking, and writing the language.

The department reserves the right to place a new student in the course for which she seems best prepared, regardless of background and number of units she offers for admission.

Students who wish to accelerate at the intermediate level can do so via the January-in-Konstanz program. Participants travel to Konstanz for three weeks in January where they study with a professor from the German Department. During their stay they complete German 202 and receive credit as they would for a course taken on campus. Upon returning for the second semester at Wellesley students are encouraged to continue in 231 or 220.

Qualified students are encouraged to spend the junior year in Germany on the Wellesley-in-Konstanz program or a different program approved by the College.

GER 101–102 (1-2)(A) Beginning German

An introduction to contemporary German with emphasis on communicative fluency. Extensive practice in all four skills: listening, speaking, reading and writing. Regular use of language lab required. Occasional video and computer assignments. Topics from contemporary culture in German-speaking countries. Four periods. *No credit will be given for this course unless both semesters are completed satisfactorily.*

Ms. Leventhal, Ms. Nenno

GER 120/Writing 125 (A) Views of Berlin

NOT OFFERED IN 1996–97. From the brilliant cultural metropolis of the 1920s to the current “post-wall” period, the city of Berlin will provide the vantage point for a survey of seven decades of German history and culture. We will study films, literary texts, political language and art in order to gain a better understanding of the “German Question” and the special status of Berlin within

it. Written work will include a research assignment tailored to individual interests. *Open to all first-year students, this course satisfies the Writing 125 requirement and counts as a unit for the German Studies major. Includes a third session each week.*

GER 121/Writing 125 (A) Turn-of-the-Century Vienna: The Birth of Modernism.

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. The brilliant culture of *fin-de-siècle* Vienna reveals the early concerns of the 20th century. While the 600-year old Hapsburg monarchy represents stable continuity in Austria, a nervous sense of finality pervades the period. Nostalgia clashes with social change to produce a remarkable tension in the music, art, literature, and science of the period. These disciplines reach breakthroughs that are the roots of the modern temperament: Sigmund Freud in psychology; Oskar Kokoschka and Gustav Klimt in art; Hugo von Hofmannsthal and Robert Musil in literature; Mahler and Schoenberg in music. The course will study representative texts and works to explore this phenomenon. *Open to all first-year students, this course satisfies the Writing 125 requirement and counts as a unit for the German Studies major. Includes a third session each week.*

GER 201–202 (1-2)(A) Intermediate German

Strengthening and expanding of all language skills with special emphasis on idiomatic usage. Thorough grammar review, oral and aural practice in classroom and language laboratory, readings on contemporary cultural topics, extensive practice in composition. Three periods. No credit will be given for this course unless both semesters are completed satisfactorily. *Prerequisite: one to two admission units and placement exam, or German 101–102.*

Ms. Nenno (1), Ms. Ward (1), Ms. Leventhal (2)

GER 220 (2)(A) Advanced Conversation

Designed for students who wish to refine their oral proficiency. Systematic introduction to various types of spoken discourse using materials from broadcast and print media (television, radio plays, newspapers and magazines). Contemporary issues in German-speaking countries will be the focus of class discussions. *Prerequisite: 201–202 or placement exam or by permission of the instructor.*

Staff

GER 231 (1)(2)(A) Advanced Studies in Language and Culture

Development of communicative skills necessary to negotiate complex meaning in reading, speaking and writing. We will study facets of contemporary culture in Germany, Austria and Switzerland. Review of selected grammar topics. Texts will include some poetry and a novel. Offered in both semesters. *Designed for students with four semesters of language training or equivalent. Required for the majors in German Language and Literature and in German Studies unless exempted by the department by virtue of linguistic proficiency. Prerequisite: 201–202 or placement examination.*

Mr. Hansen

GER 240 (2)(A) Introduction to German Studies

An introduction to the study of German literature and culture. Designed to develop skills in critical interpretation through close readings of texts from the main literary genres: epic, dramatic and lyric. The survey of lyric poetry will provide a chronological overview of the most important epochs of German literature. We will explore a variety of critical methods and stress historical and social forces that shape culture. Three periods. *Required for the majors in German Language and Literature and in German Studies. Prerequisite: 231 or by permission of the department. Not open to students who have taken 260.*

Mr. Hansen

GER 244 (A) German Cinema 1919–1945 (in English)

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. Survey of German cinema from the silent era through the golden age of the late 1920s to the end of World War II. Films by F.W. Murnau, Fritz Lang and Leni Riefenstahl among others. We will consider new readings of classic films like *The Cabinet of Dr. Caligari*, *Metropolis*, and *The Blue Angel*. Special emphasis on the portrayal of women and theories of the female spectator. *Open to all students.*

GER 246 (2)(A) Postwar German Film (in English)

This course will analyze the representation of history and memory in the New German Cinema through ten representative films. Excerpts from other related films of New German Cinema, cinema in the German Democratic Republic, and

other cinematic traditions (French New Wave, German Expressionism, Hollywood) will be compared and contrasted. Issues to be discussed include: narrative strategies and the representation of the recent German past; different forms of history; the role of the media for national identity; gender and the burden of memory; questions of spectatorship; cinema and post-modern aesthetics. Lectures, readings and discussions in English; all films subtitled. Film screenings will be in addition to the lectures and discussions. *Open to all students.*

Ms. Nemo

GER 253 (1)(A) Music and Literature: the German Tradition

This course will examine important examples of the interplay of text and music from J. S. Bach to the present, including examples of various genres—cantatas, operas, art songs, symphonies. Topics include: a cantata by Bach; *Die Zauberflöte* by Mozart; *Lieder* by Schubert, Schumann, Brahms and Wolf; symphonies by Beethoven and Mahler; and *Der fliegende Holländer* by Wagner, as well as works by 20th-century composers such as Schoenberg and Weill. The course will be taught in English, but reading knowledge of German is required. Two periods. *Prerequisite: German 201–202 or by permission of the instructor.*

Ms. Leventhal

GER 255 (1)(A) The Woman Question 1750–1900

From Theodor Gottlieb von Hippel's essay "On Improving the Status of Women" to "volkish" theories about woman's societal role near the turn of the century, we will trace the way the "Frauenfrage" was posed and answered in German-speaking countries. The role of women in Romantic thought and their activity in Romantic circles and salons; the way in which the debate was changed by the revolutionary convulsions of 1848. The development of an organized women's movement in the 1870s and 1880s. We will read essays on women's education and marriage: poetry and short stories, letters, diaries and travel literature by women which reflect a range of attitudes toward the "Frauenfrage"; as well as men's contributions to the debate from Hippel to August Bebel's *Women Under Socialism*. *Prerequisite: 240 [260] or by permission of the instructor.*

Ms. Ward

GER 273 (1)(A) Berlin in the Twenties

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. The capital of Berlin during the Weimar Republic as the center of German cultural activity in the 1920s. Topics include: political and social change within the economic dislocation caused by World War I; Berlin's urban milieu as the backdrop for avant-garde culture; the rise of National Socialism. Texts and issues from various media: autobiography, fiction, theater, cabaret, film, art and architecture. *Prerequisite: 231 or by permission of the instructor.*

GER 274 (2)(A) Postwar German Culture

NOT OFFERED IN 1996–97. A survey of cultural, social, and political developments in Germany since 1945. Texts will be drawn from literature, history, and autobiography. Special emphasis on advanced skills of reading and writing German. *Prerequisite: 231 or by permission of the instructor.*

GER 275 (2)(A) Kafka and Mann (in English)

NOT OFFERED IN 1996–97. The course will explore a selection of major works by two literary giants of the twentieth century, Franz Kafka (1883–1924) and Thomas Mann (1875–1955). Texts will include one novel and several short works by each. Lectures, discussions in English. Reading and writing in English or German. Students who wish to receive credit toward the major in German Language and Literature or German Studies should inform the instructors. *Open to all students.*

GER 277 (1)(A) Romanticism

NOT OFFERED IN 1996–97. The impact of Romantic thought on literature and society from the late eighteenth through the mid-nineteenth century. Emphasis on lyric poetry and short prose forms including fairy tales, novellas, fragments, letters. Attention to the special role of women in the German Romantic movement and their impact on both literary and social forms. Themes to be considered: discovery of the unconscious, fantasy, androgyny, "Geselligkeit." *Prerequisite: 240 [260] or permission of the instructor.*

GER 280 (2)(A) German Cult Texts

NOT OFFERED IN 1996–97. Critical analysis of works that were read with fascination and obsession by major audiences will help us understand important trends and movements in social and cultural history. Our study of the mass appeal of *Kultbücher* will begin with Goethe's

Werther (1774) and end with Christa Wolf's *Kassandra* (1983). Works by Nietzsche, Rilke, Hesse, Ende, among others. Primary focus on the 20th century. *Prerequisite: 240 [260] or permission of the instructor.*

GER 282 (2)(A) Shaping of a Nation

NOT OFFERED IN 1996–97. The historical construction of German national identity from the eighteenth century to the present. Objects of inquiry: the competing notions of *Kulturation* and *Staatsnation*; structure and role of national myths; the "German question"; the "other" Germany; processes of unification. Literary texts, political essays and documents, architecture, film. *Prerequisite: 240 [260] or permission of the instructor.*

GER 287 (1)(A) German Short Prose (Märchen and Novelle)

NOT OFFERED IN 1996–97. A survey of short prose masterpieces from the 19th through the 20th centuries. Texts chosen demonstrate the aesthetic and social concerns of representative writers from major literary-historical periods (Romanticism, Realism, Naturalism, Turn-of-the-Century, Expressionism, post-War). Emphasis on the development of the *Novelle* genre and techniques of literary interpretation. *Prerequisite: 240 [260] or by permission of the instructor.*

GER 325 (1)(A) Goethe

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. Texts from all phases of Goethe's literary career will be studied in their socio-historical context. Readings will include: poetry, dramatic works including *Faust*, and narrative works. *Prerequisite: 240 [260] and one other Grade II unit above 240 [260] in German or by permission of the instructor.*

GER 329 (2)(A) Readings in Eighteenth-Century Literature

The problems and issues of the Enlightenment, Storm and Stress, and Early Romanticism will be studied in their historical context. Special focus on literary images of women in the 18th century. Texts by Gellert, Lessing, Wagner, Goethe, F. Schlegel, Schiller, Kleist. *Prerequisite: 240 [260], and one other Grade II unit above 240 [260] or by permission of the instructor.*

Mr. Kruse

GER 344 (2)(A) German Cinema 1919–1945

Same course as 244 above, with additional readings in German, and additional weekly class

meeting with discussions and oral reports in German. Three periods. *Prerequisite:* 240 [260] or by permission of the instructor.

GER 346 (2)(A) Postwar German Film

Same course as 246 above, with additional readings in German, and additional weekly class meeting with discussions and oral reports in German. Three periods. *Prerequisite:* 240 [260] or by permission of the instructor. *Open to all students.*

Ms. Nenno

GER 353 (1)(A) Music and Literature: the German Tradition

Same course as German 253 above, with additional readings in German, and an additional weekly class meeting with discussions and oral reports in German. Three periods. *Prerequisite:* 240 [260] or by permission of the instructor.

GER 389 (1)(A) Seminar: Hofmannsthal and the Culture of Turn-of-the-Century Vienna

When still a schoolboy Hugo von Hofmannsthal (1874–1929) dazzled literary circles of Vienna with his poetic genius. While those early verses typified the values of a “decadent” generation, he came to reject the art of aestheticism in order to explore universal human problems which found their expression in collaboration with the composer Richard Strauss. To trace Hofmannsthal’s development, we shall read poetry, short stories, a comedy, and study three operas. We shall also read contemporary autobiography and study the contributions of artists and composers to the rich culture of this period. *Prerequisite:* one Grade III unit or by permission of the instructor.

Mr. Hansen

GER 350 (1)(2)(A) Research or Individual Study

Open by permission to juniors and seniors.

GER 360 (1)(2)(A) Senior Thesis Research

By permission of department. See p. 73, Honors.

GER 370 (1)(2)(A) Senior Thesis

Prerequisite: 360.

Attention is called to the list of courses on literature in translation, on p. 289.

Directions for Election

The department offers majors in Language and Literature and German Studies, and a minor in German. 101–102 is counted toward the degree but not toward the major or minor. Students who begin German at Wellesley and wish to major will be encouraged to advance as quickly as possible to upper-level work by doing intermediate language training during the summer or accelerating in our January-in-Konstanz 202 program during Winter session.

The Major in Language and Literature

101–102 and 201 do not count. 202 or 220 may be counted toward the major in Language and Literature but not both. Majors are required to take 231, 240 [260], at least one 200-level course chosen from those above 240 taught in German, either 325 or 329 (offered in alternate years) and at least one seminar (389 [349]). A major consisting of only the minimum 8 units may include no more than one 200-level course offered by the department in English. If a 300-level of the same course is offered with an extra section taught in German, this option is highly recommended.

The Minor in German

The minor usually consists of six units above 101–102. For those counting 201–202 for the minor, six units are required. A typical sequence would be 201–202, 220, 231, and two other 200 or 300-level courses. One of these must be conducted entirely in German. Beginning with the Class of 1998, 240 [260] and one other 200 or 300-level course is required. Students who begin their work in the department with 220 or 231 may choose to complete a minor of five units. All programs must be approved by the department; each student should consult her advisor about the best sequence of courses in her case.

Honors Program

The department offers two plans for the Honors Program. Plan A (See Senior Thesis Research, 360 and 370) provides the opportunity for original work in Language and Literature or German Studies, culminating in the writing of a longer paper or papers with an oral defense. Plan B, honors by examination, is open to candidates in Language and Literature only. Written and oral examinations are based on a reading list devised by the student under the guidance of an advisor. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project which would be included in the Honors examinations.

German Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Hansen*

The major in German Studies is designed to provide the student with knowledge and understanding of the culture of Germany, Austria and Switzerland by acquiring proficiency in the German language and through the study of the literature, history, philosophy, politics, music and art of these countries.

German Studies is an interdisciplinary major that offers students an alternative to the major in German Language and Literature. A student may construct her program individually from courses devoted to German culture offered by the German Department, or by members of other departments whose courses are cross-listed below. A student's major advisor is in the German Department; the German Department must approve all programs.

A minimum of 4 units, not counting 201–202, must be taken in the German Department. Of these 231 and 240 [260] are required. Only one course from those taught by the department may be in English. 220 normally does not count and a 350 may not be substituted for the fourth unit. The major must include at least two Grade III units.

Starting with the class of 1998 the major in German Studies will consist of a minimum of 6 units taken in the German department. 202 or 220 may count but not both. 231 and 240 are required and one course at the 300-level. From electives in the German department no more than two of the units can be courses taught in English. A 350 may not be used to fulfill the 300-level course requirement. The seminar (389 [349]) is highly recommended.

Other electives may include any courses in the German Department above 240, any courses from those cross-listed, providing a project or paper is done on a German, Austrian, or Swiss topic as part of the course work and 350 or 360–370 work. A course in German history is highly recommended. Two units from a single allied field are also highly recommended.

GER 350 (1)(2) Research or Individual Study

Open by permission to juniors and seniors.

GER 360 (1)(2) Senior Thesis Research

By permission of department. See p. 73, Honors.

GER 370 (1)(2) Senior Thesis

Prerequisite: 360.

ARTH 224 (1)(A)

Modern Art to 1945

ARTH 225 (A) Modern Art since 1945

Not offered in 1996–97.

ARTH 311 (A) Northern European Painting and Printmaking.

Not offered in 1996–97.

ARTH 335 (1)(A)

Seminar. Problems in Modern Art

EXTD 299 (2)

Propaganda and Persuasion in the Twentieth Century

HIST 201 (2)(B¹)

Modern European History

HIST 217 (B¹)

The Making of European Jewry, 1085–1815.

Not offered in 1996–97.

HIST 218 (1)(B¹)

Jews in the Modern World, 1815–Present.

HIST 236 (B¹)

The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries. *Not offered in 1996–97.*

HIST 237 (B¹)

Modern European Culture: The Nineteenth and Twentieth Centuries. *Not offered in 1996–97.*

HIST 240 (B¹)

The World at War: 1937–1945. *Not offered in 1996–97.*

HIST 245 (B¹)

Germany in the Twentieth Century. *Not offered in 1996–97.*

HIST 298 (B¹)

Totalitarianism: The Age of Dictators. *Not offered in 1996–97.*

HIST 334 (B¹)

Seminar. European Cultural History. *Not offered in 1996–97.*

HIST 338 (1)(B¹)

Seminar. European Resistance Movements in World War II

HIST 367 (B¹)

Seminar. Jewish Ethnicity and Citizenship. *Not offered in 1996–97.*

MUS 300 (1-B)(2-C,D)(A)

Major Seminar. Studies in History, Theory, Analysis, Special Topics

Topic B: Music by “F. Mendelssohn”

Topic C: Schubert after *Winterreise*

Topic D: The Great Fugues and Die Grosse Fuge

PHIL 223 (2)

Phenomenology and Existentialism. *Not offered in 1996–97.*

PHIL 302 (1)(B¹)

Kant: Critique of Pure Reason

PHIL 303 (B¹)

Kant’s Moral Philosophy. *Not offered in 1996–97.*

POL2 205 (2)(B²)

Politics of Western Europe

POL4 242 (2)(B²)

Contemporary Political Theory. *With permission of department.*

POL2 301 (B²)

Seminar. Transitions to Democracy. *Not offered in 1996–97.*

POL2 303 (1)(B²)

Political Economy of the Welfare State. *With permission of department.*

POL4 342 (1)(B¹)

Marxist Political Theory

REL 245 (2)

The Holocaust. *Open to all students.*

WRIT 125/GER 120

Views of Berlin. *Not offered in 1996–97. Offered in 1998–99.*

WRIT 125/GER 121

Turn-of-the-Century Vienna: The Birth of Modernism. *Not offered in 1996–97. Offered in 1997–98.*

Greek and Latin

Professor: Lefkowitz (Chair), Geffcken, Marvin^A, Starr^A

Associate Professor: Rogers^A, Dougherty

Assistant Professor: Colaizzi, Erasmo

Instructor: Avery

Courses on the original languages are conducted in English and encourage close analysis of the ancient texts, with emphasis on their literary and historical values.

The departments reserve the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

Qualified students are encouraged to spend a semester, usually in the junior year, at the Intercollegiate Center for Classical Studies in Rome. See p. 173, Directions for Election.

Greek

GRK 101 (1)(A) Beginning Greek I

An introduction to Ancient Greek language. Four periods. *Open to students who do not present Greek for admission.*

Ms. Dougherty

GRK 102 (2)(A) Beginning Greek II

Further development of language skills and reading from Greek authors. Three periods. *Prerequisite: 101 or equivalent.*

Mr. Colaizzi

GRK 201 (1)(A) Plato

Study of selected dialogues of Plato, Socrates in Plato and in other ancient sources; Socrates and Plato in the development of Greek thought. The dialogue form, the historical context. Selected readings in translation from Plato, Xenophon, the comic poets, and other ancient authors. Three periods. *Prerequisite: 101 and 102 or two admission units in Greek or by permission of the instructor.*

Mr. Colaizzi

GRK 202 (2)(A) Homer

Study of selected books in Greek from Homer's Iliad or Odyssey with emphasis on the oral style of early epic; further reading in Homer in translation; the archaeological background of the period. Three periods. *Prerequisite: 201*

Ms. Dougherty

GRK 345 (2)(A) Herodotus

NOT OFFERED IN 1996-97. Herodotus' attempt to discover the reasons for the ancient hostility between Greece and Asia; his use of truth, fiction, anecdote, and legend in the construction of his narrative. Selected readings in Greek from the Histories. *Prerequisite: 201 or 202.*

Ms. Marvin and Mr. Rogers

GRK 346 (1)(A) Archaic Lyric Poetry

NOT OFFERED IN 1996-97. The individual and society in the age after Homer. Readings from Archilochus, Sappho, Bacchylides, Pindar and other lyric and elegiac poets. *Prerequisite: 202.*

Mrs. Lefkowitz

GRK 347 (1)(A) Euripides

Was the most popular of all Greek dramatists an atheist or pietist, a reformer or an advocate for traditional values? Reading of one play in Greek and others in translation. *Prerequisite: 202.*

Mrs. Lefkowitz

GRK 348 (2)(A) Athenian Orators

Fourth-century Athenian politics and society as represented in speeches delivered in the law courts. Readings from the works of Lysias, Demosthenes, and their contemporaries. *Prerequisite: 202.*

Mrs. Lefkowitz and Miss Geffcken

GRK 350 (1)(2) Research or Individual Study

Open to seniors by permission.

GRK 360 (1)(2) Senior Thesis Research

By permission of department. See p. 73, Honors.

GRK 370 (1)(2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

REL 298 (2)(A)

New Testament Greek

Cross-Listed Courses

Attention Called

CLCV 104 (1)(A)

Classical Mythology

CLCV 105 (2)(A)

Greek and Latin Literature in Translation

CLCV 120/WRIT 125 04 (1)(A)

The Trojan War

CLCV 121/WRIT 125 (A)

Law and Society in Classical Greece. *Not offered in 1996–97.*

CLCV 210/310 (A)

Greek Drama in Translation. *Not offered in 1996–97.*

CLCV 215/315 (2)(A)

Women's Life in Greece and Rome

CLCV 236/336 (B¹)

Greek and Roman Religion. *Not offered in 1996–97.*

CLCV 241 (B¹)

Medicine and Science. *Not offered in 1996–97.*

CLCV 243 (B¹)

Roman Law. *Not offered in 1996–97. Offered in 1997–98.*

CLCV 335 (B¹)

The Politics of the Past. *Not offered in 1996–97. Offered in 1997–98.*

EXTD 200 (A)

Classic Western Texts in Contemporary Perspective. *Not offered in 1996–97.*

HIST 229/329 (B¹)

Alexander the Great: Psychopath or Philosopher King? *Not offered in 1996–97.*

HIST 230 (B¹)

Greek History from the Bronze Age to the Death of Philip II of Macedon. *Not offered in 1996–97.*

HIST 231 (B¹)

History of Rome. *Not offered in 1996–97.*

Attention is also called to the list of courses on literature in translation, on p. 289.

Latin

LAT 101 (1)(A) Beginning Latin I

Introduction to the Latin language; development of Latin reading skills. Four periods. *Open to students who do not present Latin for admission or by permission of the instructor.*

Mr. Erasmo

LAT 102 (2)(A) Beginning Latin II

Further development of Latin reading and language skills. Four periods. *Prerequisite: 101.*

Mr. Avery

LAT 201 (1)(A) Intermediate Latin I:

Introduction to Vergil's *Aeneid*

An introduction to the poetry of Vergil. Readings from the *Aeneid* in Latin and in translation; Vergil's meter and poetic technique; selections of Vergilian scholarship and criticism. Three periods. *Prerequisite: 102 or three admission units in Latin not including Vergil.*

Mr. Erasmo

LAT 202 (2)(A) Intermediate Latin II: Myth and Novel: Ovid and Petronius

Self-paced grammar review. Ovid's mythological epic, the *Metamorphoses*; his versions of famous myths; his view of love and presentation of women; different techniques of literary analysis. Petronius' satirical novel, the *Satyricon*; the city of Rome under the emperor Nero; reading in translation from other ancient novels. Three periods. *Prerequisite: 201 or three admission units in Latin.*

Miss Geffcken

LAT 251 (1)(A) Roman Drama

The popular, mass-audience comedy of Plautus; its Greek models and its context in Republican Rome. The high tragedy of Seneca; his recreation of Greek tragedy in Imperial Rome. Readings in Latin from a comedy of Plautus and a tragedy of Seneca; other plays in translation. Three periods. *Prerequisite: 201, 202, or four admission units in Latin or three including Vergil, or by permission of the instructor.*

Miss Geffcken

LAT 252 (2)(A) Roman Poetry

A survey of Latin poetry, based on selected readings from such genres as lyric, pastoral, elegy, satire, mime, and philosophical poetry. Authors studied might include Catullus, Lucretius, Horace, Propertius, Ovid, Juvenal, and fragmentary but important early writers such as Ennius and Lucilius. Three periods. *Prerequisite: four admission units in Latin or three including Vergil or 201 or 202 or 251 or by permission of the instructor.*

Mr. Erasmo

LAT 279/301 (1)(A) Selected Topics

Topic for 1996-97: Catullus: No Roman poet has been so misrepresented, by romantic critical notions, as Catullus. His erroneous depiction as a youthful poet who offers natural and anguished verses to a cruel mistress is a portrait which obscures his thematic sophistication as well as his technical prowess and innovation. We will read and discuss all his surviving poetry, noting its two important contexts: the Greco-Roman literary traditions, and the social milieu of Late Republican Rome.

Mr. Colaizzi

LAT 302 (2)(A) Vergil's *Aeneid*

NOT OFFERED IN 1996-97. Intensive study of the *Aeneid* and Vergil's creation of a distinctly Roman. Augustan epic; his use of earlier works, such as Homer's *Iliad* and *Odyssey*; Apollonius' *The Voyage of the Argo*, and the Roman poet Ennius' *Annals*; his reflection on the reign of Augustus, the first Roman emperor. *Prerequisite: 279 or by permission of the instructor.*

Miss Geffcken

LAT 310 (2)(A) Livy's Early Rome

NOT OFFERED IN 1996-97. Livy's vision of early Rome, his use of legend and myth; his historical judgment, and literary techniques. Comparative readings from Propertius and Ovid. Recent developments in the archaeology of early Rome. *Prerequisite: 279.*

Miss Geffcken

LAT 346 (2)(A) Horace

NOT OFFERED IN 1996-97. Augustan satire and lyric: Horace. Horace's creative use of Roman satirical and Greek Lyric traditions. His relation to the Emperor Augustus, and to con-

temporary poets such as Vergil and the elegists. Readings from Horace's *Epodes*, *Satires*, and *Odes*. *Prerequisite: 279.*

LAT 348 (2)(A) The Republic: Heroes and Villains

Readings in Cicero, Caesar, Sallust, and Livy. Topics will include such historical figures as Catiline and Antony, and on the development of legends about such early leaders as Cincinnatus and Camillus. *Prerequisite: 279 or by permission of the instructor.*

Miss Geffcken

LAT 350 (1)(2) Research or Individual Study

Open to seniors by permission.

LAT 360 (1)(2) Senior Thesis Research

By permission of department. See p. 73, Honors.

LAT 370 (1)(2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

Attention Called

CLCV 104 (1)(A)

Classical Mythology

CLCV 105 (2)(A)

Greek and Latin Literature in Translation

CLCV 120/WRIT 125 04 (1)(A)

The Trojan War

CLCV 121/WRIT 121 (A)

Law and Society in Classical Greece. *Not offered in 1996-97.*

CLCV 210/310 (A)

Greek Drama in Translation. *Not offered in 1996-97.*

CLCV 215/315 (A)

Women's Life in Greece and Rome

CLCV 236/336 (B¹)

Greek and Roman Religion. *Not offered in 1996-97.*

CLCV 241 (B¹)

Medicine and Science. *Not offered in 1996–97.*

CLCV 243 (B¹)

Roman Law. *Not offered in 1996–97. Offered in 1997–98.*

CLCV 335 (B¹)

The Politics of the Past. *Not offered in 1996–97. Offered in 1997–98.*

HIST 229/329 (B¹)

Alexander the Great: Psychopath or Philosopher King? *Not offered in 1996–97.*

HIST 230 (B¹)

Greek History from the Bronze Age to the Death of Philip II of Macedon. *Not offered in 1996–97.*

HIST 231 (2)(B¹)

History of Rome. *Not offered in 1996–97.*

Attention is called to the list of courses on literature in translation, on p. 289.

Directions for Election

To fulfill the distribution requirement in Group A, students may elect any courses in Greek or Latin or Classical Civilization except History 100, 229/329, 230*, 231 or Classical Civilization courses that fulfill the requirement in Group B.

All students majoring in Greek must complete four units of Grade III work.

All students majoring in Latin are required to complete three units of Grade III work. 302, offered in alternate years, is *strongly* recommended.

Latin students who offer an AP Latin score of 5 in the Latin Literature examination should normally elect 279; an AP score of 5 or 4 in the Vergil examination usually leads to 251. A student with a score of 4 in AP Latin Literature examination should consult the Chair regarding placement.

Students majoring in Greek or Latin are advised to elect some work in the other language. It should be noted that work in both Greek and Latin is essential for graduate studies in the classics.

Courses in ancient history, ancient art, ancient philosophy, and classical mythology are recommended as valuable related work. Students are strongly encouraged to elect at least one course involving the material culture of the ancient

world. Students interested in a major in Classical and Near Eastern Archaeology are referred to p. 126 where the program is described.

Students who wish to major in Classical Civilization can plan with the department an appropriate sequence of courses, which might include work in such areas as art, history, philosophy, and literature. Such a program should always contain at least four units of work in the original language. For details on the Classical Civilization major, see p. 123.

The departments offer a choice of two plans for the Honors Program. Plan A (Honors Research, see 360 and 370 above, carrying two to four units of credit) provides the candidate with opportunity for research on a special topic and the writing of a long paper or several shorter papers. Plan B provides an opportunity for the candidate to show through examinations at the end of her senior year that she has acquired a superior grasp, not only of a basic core of texts, but also of additional reading beyond course requirements. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project which would be included in the Honors examinations.

The College is a member of the Intercollegiate Center for Classical Studies in Rome, a program for American undergraduates in classical languages, ancient history and topography, archaeology, and art history. Majors, especially those interested in Roman studies, are urged to plan their programs so as to include a semester at the Center in the junior year.

Students interested in obtaining certification to teach Latin and Classical Humanities in the Commonwealth of Massachusetts should consult Miss Geffcken in the Departments of Greek and Latin, and the Chair of the Department of Education.

Hebrew

See Hebrew 101–102 and 201–202 in Religion.

History

Professor: *Auerbach, Cohen, Knudsen^A, Malino^{A2}, Park, Tumarkin (Chair)*

Associate Professor: *Kapteijns, Rogers^A, Shennan*

Visiting Associate Professor: *Rollman*

Assistant Professor: *Feske, Fouraker, Matsusaka^A, Moore, Tien, Varon^A*

Instructor: *Rozario, Wilson*

HIST 100 (1)(B¹) Introduction to Western Civilization

Presenting the sweep of history from Egypt of the pyramids to the Spanish Empire of the sixteenth century, we will study the unique features of ancient Judaism, Greek civilization, the Roman Empire, and will explore such developments as the Christianization of Europe, the Renaissance, and the Protestant Reformation. At the same time we will examine how each succeeding civilization remembers the past—how the Greeks remembered Egypt, how the Romans remembered the Greeks, how medieval and modern Europeans looked back to Rome. We will journey from the Stonehenge to the Sistine Chapel, reading some of the most influential books of the Western traditions. *Open to all students.*

Mr. Moore

HIST 103 (1)(B¹)(MR) History in Global Perspective: Cultures in Contact and Conflict

An introduction to the comparative study of history, covering several different time periods and global in scope (Africa, East Asia, the Middle East, Europe and the Americas). The focal theme is the contact and conflict *within* and *between* societies and cultures. Guest lectures by most members of the History Department. Two lectures and one discussion section per week. *Open to all students.*

Ms. Kapteijns, Ms. Tien

HIST 201 (2)(B¹) Modern European History

Introduction to the great transformations in European history since 1600. Themes include the rise and consolidation of centralized states, the growth of commercial capitalism, the spread of industrialization and the decline of agrarian patterns of life, European interactions with the rest of the world, and the impact of science, ideology, and demography on European society, culture, and politics. *Open to all students.*

Mr. Feske

HIST 203 (1)(B¹) History of the United States, 1607–1877

A survey of the social, cultural, and institutional dimensions of American history from the colonial period through the Civil War and Reconstruction. Special attention to recurrent themes in the pattern of America's past: immigration, racial and cultural conflict, urbanization, reform. *Open to all students.*

Mr. Rozario

HIST 204 (2)(B¹) History of the United States, 1877–1968

The emergence of an urban industrial society; social change amid tension between traditional and modern cultures; development of the welfare state; issues of war and peace; the shifting boundaries of conservative reaction, liberal reform, and radical protest, from the 1880s to the 1960s. *Open to all students.*

Mr. Auerbach

HIST 205 (1)(B¹) History of Britain from the American Revolution to the Present

Survey of Britain from its take-off as the first industrial nation to its eventual decline. Course will employ novels, biographies and other materials to look at such topics as: the social consequences of industrialization; the emergence of a distinctive "Victorian" culture; religion; classical liberalism; the economic and strategic foundations of British power; the coming of the welfare state; the two World Wars; the end of the Empire; and the rise of Thatcher. *Open to all students.*

Mr. Feske

HIST 206 (B¹) Introduction to Latin American Civilization

NOT OFFERED IN 1996–97.

HIST 217 (B¹) The Making of European Jewry, 1085–1815

NOT OFFERED IN 1996–97. A study of the Jewish communities of Western and Eastern Europe from the reconquest of Toledo to the end of the Napoleonic era. Topics include medieval Jewish communities, their dispersion, the differentiation of Eastern and Western Jewry, persecution and toleration, secularism, religious revivalism and mysticism, and the emancipation of the Jews during the French Revolution. *Open to all students.*

Ms. Malino

HIST 218 (1)(B¹) Jews in the Modern World, 1815–Present

A study of the demographic, cultural and socio-economic transformation of the Jewish communities of Western and Eastern Europe. Topics include the struggle for emancipation, East European Jewish enlightenment, immigration, acculturation and economic diversification; also the emergence of anti-Semitism in the West and East, Zionism, the Holocaust and the creation of the state of Israel. *Open to all students.*

Ms. Malino

HIST 219 (B¹)(MR) The Jews of Spain and the Lands of Islam

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. The history of the Jews in the Arab, Persian and Ottoman lands from the early centuries of Islam to the modern era. Topics include the emergence of “Oriental” Jewry; the intellectual flowering of the Jews of Muslim Spain; the repercussions of their diaspora and the widening gap between the Jews of Europe and their co-religionists in North Africa, India, and the Middle East. *Open to all students.*

Ms. Malino

HIST 224 (1)(B¹) The Healing Arts: Medicine and Society in Medieval and Renaissance Europe.

A survey of illness and responses to it between 1100 and 1600, this course treats medical theory and practice in the context of other types of contemporary healing, including religion and magic. Topics include the changing nature of medical explanation, the rise of hospitals and other medical institutions, the response to “new” diseases, such as plague and syphilis, and the relationships between medicine and art. *Open to qualified first-year students (see Directions for Election) and to all others without prerequisite.*

Ms. Park

HIST 229/329 (B¹) Alexander the Great: Psychopath or Philosopher King?

NOT OFFERED IN 1996–97. Alexander the Great murdered his best friend, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world by the age of 33, fused the eastern and western populations of his empire, and became a god. This course will examine the personality, career, and achievements of the greatest conqueror in Western history against the background of the Hellenistic

World. This course may be taken as either 229 or, with additional assignments, as 329. *Open to all students.*

Mr. Rogers

HIST 230 (B¹) Greek History from the Bronze Age to the Death of Philip II of Macedon

NOT OFFERED IN 1996–97. The origins, development, and geographical spread of Greek culture from the Bronze Age to the death of Philip II of Macedon. Greek colonization, the Persian Wars, the Athenian democracy, and the rise of Macedon will be examined in relation to the social, economic, and religious history of the Greek polis. *Open to all students.*

Mr. Rogers

HIST 231 (B¹) History of Rome

NOT OFFERED IN 1996–97. Rome’s cultural development from its origins as a small city-state in the 8th century B.C.E. to its rule over a vast empire extending from Scotland to Iraq. Topics include the Etruscan influence on the formation of early Rome, the causes of Roman expansion throughout the Mediterranean during the Republic, the Hellenization of Roman society, the urbanization and Romanization of Western Europe, the spread of “mystery” religions, the persecution and expansion of Christianity, and the economy and society of the Empire. *Open to all students.*

Mr. Rogers

HIST 232 (2)(B¹) The Making of the Middle Ages, 500–1200

A survey of the transformations around the Mediterranean which mark the passage from Late Antiquity to the Middle Ages. A unified Classical world disintegrates: western, Byzantine and Islamic societies define themselves in relation to the Roman imperial past, and to each other. Comparative work on subjects such as gender roles, rhetoric and asceticism. Readings from primary texts in translation, study of manuscript illumination and architecture. *Open to all students.*

Mr. Moore

HIST 233 (1)(B¹) Renaissance Italy

Italian history and culture from 1330 to 1630. The new urban society of late medieval Italy as a background to Renaissance art, literature, and philosophy. Topics include republicanism and civic humanism, female experience and images of

women, patronage, popular and courtly culture, and conflicts over religious authority. *Prerequisite: same as for 224.*

Ms. Park

HIST 234 (B¹) The Later Middle Ages, 1200–1500

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. An exploration of the later middle ages, from the Magna Carta and the Third Crusade to the broadening of Europe's horizons by Spanish and Portuguese adventurers and missionaries. Topics include: the rise of the state and its conflicts with the Church; medieval scholarly life; religious movements; the lives of extraordinary figures, such as St. Francis and Joan of Arc. The course will provide an especially close look at medieval Spain, Germany, and Italy. Readings will range from royal and ecclesiastical documents to the ribald humor of Boccaccio. *Open to all students.*

Mr. Moore

HIST 235 (2)(B¹) Utopia: Culture and Community in Medieval and Renaissance Europe

An introduction to the cultural and intellectual history of medieval and Renaissance Europe, viewed through contemporary writing on ideal or alternative communities. Themes include the conflict of monastic and civil ideals, the role of gender, the revival of classical antiquity, European attitudes toward non-European cultures, and the impact of the Scientific Revolution. *Prerequisite: same as for 224.*

Ms. Park

HIST 236 (B¹) The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

NOT OFFERED IN 1996–97. A comparative survey of Enlightenment culture in England, France, and the Germanies. Topics include skepticism, the scientific revolution, classicism in art, the formation of liberal society, the differing social structure of intellectual life. The approach is synthetic, stressing the links between philosophy, political theory, art, and their historical context. Authors read include: Locke, Hume, Voltaire, Diderot, Rousseau, Lessing, Kant, Goethe. *Prerequisite: same as for 224.*

Mr. Knudsen

HIST 237 (B¹) Modern European Culture: The Nineteenth and Twentieth Centuries

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. A survey of European culture from the French Revolution to the post-World War II period, from idealism to existentialism in philosophy, from romanticism to modernism in art and literature. As with 236, emphasis is placed on the social and historical context of cultural life. Authors read include: Wordsworth, Hegel, Marx, Mill, Nietzsche, Freud, Weil. *Prerequisite: same as for 224.*

Mr. Knudsen

HIST 238 (B¹) Invasion and Integration: British History, 400–1300

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. The British Isles: a beleaguered Roman imperial province in the fifth century; in the thirteenth, the theatre of operations of one of the most powerful monarchies in the West. The transactions between successive invaders and inhabitants, Christian ascetics and pagan warriors; the fabulous wealth of England. Readings from primary texts in translation, discussion of visual and archaeological evidence. *Open to all students.*

Mr. Moore

HIST 239 (2)(B¹) From Empire to Empire: British History 1200–1600

Tracing the history of the British Islands from the Angevin Empire to the British Empire, this course will follow the transformation of British society by major disruptions such as the Black Death and the Hundred Years War; and by institutional developments such as the rise of parliament and the Dissolution of the Monasteries; and concepts of royalty from King John to Elizabeth I. We will study daily life through the window of vernacular literature—ballads of Robin Hood, tales of King Arthur and Chaucer—and social ideals through contemporary letters, chronicles and plays. The structure of British society is revealed especially in the history of law. *Open to all students.*

Mr. Moore

HIST 240 (B¹) The World At War: 1937–1945

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. A comparative perspective on the political, social, cultural and military history of World War II, with equal attention to the Asian and European arenas of conflict. Themes to be discussed include: diplomacy and war from the

invasions of China (1937) and Poland (1939) to the nuclear attacks on Hiroshima and Nagasaki; the experiences of occupation, resistance, genocide and liberation; mobilization and social change on the "home fronts"; the role of science and technology; the leadership of Churchill, Stalin, Roosevelt, Chiang, Hitler, Konoe, and Tojo; evolving postwar memories of the war. Two lectures and one discussion section per week.

Mr. Shennan, Mr. Matsusaka

HIST 244 (1)(B¹) History of Modern France, 1789–1981

Exploration of major themes in the social and political history of France since 1789. Topics include: the French Revolution and the revolutionary tradition; industrialization and urbanization in the 19th century; culture and lifestyles during the *fin-de-siècle*; social and economic impact of the world wars; resisters and collaborators in World War II; modernization and decolonization since 1945. *Prerequisite: same as for 224.*

Mr. Shennan

HIST 245 (B¹) Germany in the Twentieth Century

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. An examination of German politics, society, and culture from World War I to the present. The course concentrates on the greater German language area—including the post-World War II Federal, German Democratic, Austrian republics and treats Central Europe since unification. *Prerequisite: same as for 224.*

Mr. Knudsen

HIST 246 (B¹) Medieval and Imperial Russia

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. A thousand-year-long trip through the turbulent waters of Russian history, from the Viking incursions of the ninth century, to the Mongol invasion, the reigns of legendary rulers such as Ivan the Terrible, Peter the Great and Catherine the Great, until the mid-nineteenth century, when the Russian Empire is seen as the world's most powerful state. Special emphasis on Russian art and literature. *Open to all students.*

Ms. Tumarkin

HIST 247 (1)(B¹) Modern Russia and the Soviet Union

An exploration of Russia in turmoil, beginning in the mid-nineteenth century, with the empire heading through reform to revolution, and then

on to the grand—and brutal—socialist experiment of Lenin, Stalin, Khrushchev and Brezhnev, ending with the Gorbachev debacle and the collapse of the Soviet Union. *Open to all students.*

Ms. Tumarkin

HIST 249 (1)(B¹) Warfare and Society in the West from 1600 to the Nuclear Age

General survey of organized, state-sanctioned conflict since the Age of Religious Wars. In addition to examining how wars were fought (military organization, technology, techniques, etc.), the course will also focus on the influence of both the evolution of state structure and state claims to legitimacy upon the manner in which warfare was waged; the impact of ideology (e.g., nationalism) on armed conflict; shifting views on civil-military relations and the links between politics and war; connections between social, economic, and demographic change and military efficiency; moral dilemmas created by new military technology (e.g., the machine gun, the submarine, and the strategic bomber); and the export overseas of European methods of warfare. *Open to all students.*

Mr. Feske

HIST 250 (B¹) Race and Ethnicity in Early America

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. An examination of the emergence of a multi-racial, multi-ethnic society in British North America, from 1607 to 1776. Discussion of voluntary and involuntary migration, the pattern of colonial settlement, areas of cultural conflict, the emergence of racial and ethnic consciousness, cultural adaptation, and the development of "American" culture. *Open to all students.*

Ms. Tien

HIST 251 (1)(B¹) Nationhood and Nationalism: America 1750–1850

An exploration of national identity in the early republic. Examination of how separate colonies with distinct interests came together as one nation; discussion of the definitions and limits of nationhood. Emphasis on unifying and divisive factors in the construction of the nation: colonial religion, the Enlightenment, the War for Independence, republicanism, Washington and Jefferson, the market revolution, slavery, reform. *Open to all students.*

Ms. Tien

HIST 255 (1)(B¹) American Environmental History

A study of how people and natural environments have shaped each other in America from the colonial period to the present. The course examines: the influence of the land on patterns of human behavior; the impact of social and cultural outlooks on changing uses of the natural world; the construction of our own ideas about the environment; our understanding of what nature is, and what our place in nature should be. Topics include American Indian practices and cosmologies, disease, the capitalist commodification of nature, romanticism, landscape paintings, species extinctions, the rise of modern environmentalism, and the backlash of the New Right. *Prerequisite: 203 or 204.*

Mr. Rozario

HIST 257 (2)(B¹) History of Sexuality and Gender in America

Changing constructions of gender and sexuality in America from Puritan times to the present. An exploration of the decline of the reproductive imperative, and the migration of sexuality to the center of modern life, where it shapes our identities and supports a mass consumer culture. Special attention to the ways that ideas of sexuality have sustained (and subverted) inequalities of gender, race and class. Topics include the birth control movement, abortion debates, the invention of homosexuality, the feminine mystique, women's liberation, and contemporary talk-show culture. *Prerequisite: 203 or 204.*

Mr. Rozario

HIST 258 (2)(B¹) Freedom and Dissent in American History

Freedom of speech since the founding of the nation, with special attention to the expanding and contracting Constitutional boundaries of permissible dissent. Among the issues considered are radical protest; wartime censorship; forms of symbolic expression; obscenity and pornography; campus hate speech; the tension between individual rights and state power. *Open to sophomores, juniors and seniors and, by permission of the instructor, to first-year students.*

Mr. Auerbach

HIST 259 (B¹) U.S. Foreign Policy in the Twentieth Century

NOT OFFERED IN 1996–97. Introduction to the external affairs of the United States as it moved from the periphery to center-stage in

international relations. Topics include Wilson and the vision of a New World Order; diplomacy; the A-bomb; the doctrine of containment; Vietnam; Kissinger, Carter, and detente; and the end of the Cold War. *Open to all students.*

Mr. Feske

HIST 263 (B¹)(MR) South Africa in Historical Perspective

NOT OFFERED IN 1996–97. An analysis of the historical background of Apartheid, focusing on the transformation of the African communities in the period of commercial capitalist expansion (1652–1885), and in the industrial era (1885–present). Important themes are the struggle for land and labor; the fate of African peasants, labor migrants, miners and domestic servants; the destruction of the African family; the diverse expressions of African resistance; and the processes which are creating a new, post-apartheid South Africa. Short stories, films and poetry are among the sources used. *Open to all students.*

Ms. Kapteijns

HIST 264 (2)(B¹)(MR) The History of Precolonial Africa

The development of increasingly complex societies from gathering and hunting groups and stateless societies to city-states and kingdoms. Introduction to the wide variety of source materials available to the African historian. Themes include the spread of Islam in Africa, the rise of towns and a middle class, the massive enslavement of African people, and the changing social relationships between old and young, men and women, nobles and commoners, and freeborn and slaves in precolonial Africa. *Open to all students.*

Ms. Kapteijns

HIST 265 (B¹)(MR) History of Modern Africa

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. Many of Africa's current characteristics are the heritage of its colonial experience. This course will deal with the different types of colonies from those settled by European planters to the "Cinderellas" or minimally exploited ones and will trace African responses to colonial rule up to the achievement of political independence. For the post-colonial period, the emphasis will be on an analysis of neo-colonialism and the roots of poverty, the food crisis, population growth, AIDS, and the structural weaknesses of the African state. *Open to all students.*

Ms. Kapteijns

HIST 266 (B¹)(MR) The Struggle Over North Africa, 1800–Present

NOT OFFERED IN 1996–97. Themes in the social, economic, political and cultural history of North Africa (the Maghreb and Mauretania, Libya, Egypt and Sudan) from 1800 to the present: major features of precolonial society and history in three regions, the transformations brought about by French, British and Italian colonial rule, North African resistance and wars for independence, and the contradictions of the era of formal political independence, including the emergence of Islamist movements and the literary and political debate about post-colonial identities in the area. Students will draw on analyses by historians and social scientists, on novels, short stories, autobiographies, poetry by North Africans, and on music and film from and about North Africa. *Open by permission of the instructor.*

Ms. Kapteijns

HIST 268 (B¹) The Origins of Japanese Big Business: A Comparative Perspective

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. This course examines in comparative perspective the early history of the *zaibatsu*, the institutional ancestors of such present-day enterprise groups as Mitsui, Mitsubishi, Sumitomo and Nissan. It explores the Japanese case with reference to American and European patterns in the development of large-scale business institutions. While business history is an essential element of this course, we will also consider the social and political ramifications of the growth of corporate institutions in the early twentieth century. Topics covered include the “late developer” thesis, Alfred Chandler’s model of the evolution of American business institutions, government-business relations, and the rise of popular antipathy toward big business. *Open to all students.*

Mr. Matsusaka

HIST 269 (B¹)(MR) Japan’s Foreign Relations, 1853–1973

NOT OFFERED IN 1996–97. The history of Japan’s international relations, from initial encounter with American “gunboat diplomacy” (1853) to “oil shock” of 1973. Principal themes: tension between policies of international cooperation and the autonomous pursuit of national interest, economic interest as a determinant of foreign policy, relationship between diplomacy and national defense. Special emphasis on relations between the United States and Japan. *Open to all students.*

Mr. Matsusaka

HIST 270 (1)(B¹)(MR) Japan Before 1840

An examination of premodern Japanese history from the origins of the Japanese people to the middle of the nineteenth century. Topics include: how the Japanese transformed imported Chinese institutions and ideas into a sophisticated and distinctly Japanese civilization; the emergence of the mounted warrior—the samurai—in the countryside, their seizure of power, and the recurrent civil wars of the medieval period; the nature of the Tokugawa shogunate, a peculiar “military” government in which soldiers became highly cultured bureaucrats, and warfare was but a distant memory from the past. The daily lives of the Japanese people—warriors, courtiers, peasants, merchants, monks and rogues—are explored through primary source readings translated from the Japanese, slides and videotapes, and excerpts from works of literature. The course also emphasizes the invention and reinvention of Japan’s traditional artistic and cultural heritage, a process which continues today. *Open to all students.*

Mr. Fouraker

HIST 271 (2)(B¹)(MR) Modern Japan 1840–1990

A survey of the past 150 years, chronicling Japan’s rise as an independent nation, self-destruction in fourteen years of aggressive war, and resurgence as a world economic power in the decades following 1945. Topics include: the relationship between political change and autonomous development, the role of the state in the economy, wars and empire, “transwar” continuities in institutions and personnel from the 1930s to the 1950s, recent political and social upheavals. A major theme is the ongoing struggle to maintain identity while borrowing heavily from the west—how to become modern and yet remain Japanese. *Open to all students.*

Mr. Fouraker

HIST 273 (B¹)(MR) The Past as Present in Latin America

NOT OFFERED IN 1996–97.

HIST 275 (1)(B¹)(MR) Imperial China

After a topical survey of earlier developments in Chinese history, the course will focus on the period from ca. 1600 to the eve of the revolution of 1911. Emphasis will be on both internal and external sources of change: the growing commercialization of Chinese society, unprecedented population expansion, the doubling of the size of

the Chinese empire in the 18th century, indigenous intellectual and cultural developments, the political-economic-intellectual impact of the West and the progressive breakdown of Chinese society and polity in the 19th century. *Open to all students.*

Mr. Cohen

HIST 276 (2)(B¹)(MR) China in Revolution

An introduction to the revolutionary changes that have swept China in the 20th century. Among topics to be covered: the revolution of 1911 and its meaning; warlordism and the militarization of Chinese politics; May Fourth cultural, intellectual, and literary currents; Chiang Kai-shek and the Guomindang; Mao Zedong and the early history of the Communist movement; social and economic changes; World War II; the Communist triumph in 1949 and major developments since; Tiananmen; future prospects and problems. *Open to all students.*

Mr. Wilson

HIST 284 (B¹)(MR) The Middle East in Modern History

NOT OFFERED IN 1996–97. Themes in the political, socio-economic, and intellectual history of the modern Middle East (Turkey, Lebanon, Israel, Egypt, Saudi Arabia and Iran) from 1918 to the present. The formation of the modern nation states after World War I, the historical background of major political and socio-economic issues today, including the impact of the oil boom, labor migration, changing social roles of women, and urbanization. Themes in the history of ideas include nationalism, politicized Islam, and the movement for women's emancipation. Poetry, short stories and novels are among the sources used. *Open to all students.*

Ms. Kapteijns

HIST 286 (1)(B¹)(MR) Islamic Society in Historical Perspective

Introduction to the rich mosaic of Islamic society from the time of the Prophet to the First World War. Through the study of a wide variety of "building blocks" of Islamic society—from nomadic camp to metropole, from extended family to state bureaucracy, and from Islamic courts of law to Sufi brotherhoods—students will gain insight into some major themes of the political, religious, and socio-economic history of the Islamic world from the rise of Islam to World War I. *Open to all students.*

Ms. Kapteijns

HIST 291 (1)(B¹) 1968: The Pivotal Year

Within a single year the Tet offensive in Vietnam, the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the election of Richard M. Nixon transformed American foreign and domestic policy, ending an era of liberal internationalism and domestic reform. Exploration of how, and why, it happened. Consideration of current political and intellectual trends—from President Clinton to political correctness—that reflect the continuing impact of the 1960s on American public life. *Prerequisite: 204 or an AP 4 or 5.*

Mr. Auerbach

HIST 292 (B¹) Sectionalism, The Civil War and Reconstruction

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. An examination of the political and social history of America from 1850 to 1877, with an emphasis on the rise of the "free labor" and "states' rights" ideologies; the changing nature and aims of war; developments on the homefront; and the transition from slavery to freedom. Sources include diaries, letters and reminiscences by soldiers and noncombatants, and fiction and film depicting the Civil War era. *Open to all students.*

Ms. Varon

HIST 293 (B¹) American Intellectual and Cultural History

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. An overview of American intellectual and cultural history from the Revolution to World War I. Authors to be read include Benjamin Franklin, Ralph Waldo Emerson, Frederick Douglass, Elizabeth Cady Stanton and William James. Our central purpose is to explore how definitions of "culture"—and the relationship between intellectuals and culture—have changed over time. *Prerequisite: 203 or 204.*

Ms. Varon

HIST 294 (2)(B¹) Immigration in America

An examination of immigration and immigrants in the United States, from the colonial era to the 1950s. Topics include: early migrations; the "great migrations" of the nineteenth century; settlement patterns and immigrant enclaves; the immigrant family; theories of assimilation, cultural retention, and ethnic awareness; political debates regarding immigrants (bilingual educa-

tion, citizenship, naturalization, and "official languages"). Open to sophomores, juniors, and seniors. *Prerequisite: 203 or 204.*

Ms. Tien

HIST 295 (2)(B¹) Strategy and Diplomacy of the Great Powers Since 1789

Development of the Great Power system from the French Revolution to the post-Cold War era. Topics include the Napoleonic Wars; the Vienna System and the balance-of-power; the growing interdependence of economic and military might; imperialism; the German Question; the rise of extra-European powers (U.S. and Japan); the two World Wars; nuclear diplomacy; the rise and decline of the post-1945 "bipolar" system; and the end of the Cold War. *Open to all students.*

Mr. Sheunan

HIST 301 (B¹) Women of Russia: A Portrait Gallery

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. An exploration of the tragic, complex, inspiring fate of Russian women in the nineteenth and twentieth centuries, a period that spans the Russian Empire at its height, the Russian Revolution of 1917, and the Soviet experiment. We will read about Russian peasants, nuns, princesses, feminists, workers, revolutionaries, poets, partisans, and prostitutes, among others in our stellar cast of characters. Sources include memoirs, biographies, great works of literature, and the visual arts. *Open to juniors and seniors and, by permission of the instructor, to qualified sophomores.*

Ms. Tumarkin

HIST 326 (B¹) Seminar. American Jewish History

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. The development of American Jewish life and institutions, from European immigration to the present. Particular attention to the pressures, pleasures, and perils of acculturation. Historical and literary evidence will guide explorations into the social and political implications of Jewish minority status in the United States. The impact of Israel on the consciousness of American Jews will be considered. *Prerequisite: same as for 301.*

Mr. Auerbach

HIST 327 (B¹)(MR) Zionism and Irish Nationalism: A Comparative Perspective

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. Emergence and evolution of Zionism and Irish nationalism in the 19th and 20th centuries. Poets, ideologues, charismatic leaders; immigration and diaspora. Political, social, religious and ideological trends in modern Israel and in Ireland. Comparisons and contrasts. *Prerequisite: same as for 301.*

Ms. Malino

HIST 328 (1)(B¹) Anti-Semitism in Historical Perspective

Historical antecedents and sources of modern anti-Semitism. Topics include pre-Christian anti-Semitism, attitudes of Christianity and Islam, the ambiguous legacy of the Enlightenment. Attention to the impact of revolution, modernization and nationalism in the emergence of political anti-Semitism. Jewish responses to anti-Semitic policies and events as well as developments during and after World War II. *Prerequisite: same as for 301.*

Ms. Malino

HIST 330 (1)(B¹) Seminar. Medieval Europe

Topic for 1996–97: The History of History. A study of historical writing from ancient Judaism to the Middle Ages. Beginning with the Bible, we will examine how history was viewed by the Ancient Greeks, the Romans, and Medieval Thinkers: The Political clarity of Thucydides, the dark, tragic world of Tacitus, the Triumphalism of Eusebius, the Chaotic violence described by Gregory of Tours. We will look at the content and structure of historical writing. How were these books written and constructed? How can we use them as historical sources? *Prerequisite: same as for 301.*

Mr. Moore

HIST 333 (2)(B¹) Seminar. Renaissance Florence

Study of the social, political, and economic crises that served as the background and impetus to the intellectual and artistic flowering of the Florentine Renaissance. Examination of the structure of Florentine society, and in particular of the life and mentality of the patrician families whose patronage and protection fueled the "golden age" of Florentine culture. *Prerequisite: 233 or by permission of the instructor.*

Ms. Park

HIST 334 (B¹) Seminar. European Cultural History

NOT OFFERED IN 1996-97.

Mr. Knudsen

HIST 335 (B¹) Seminar. Crime and Punishment in Victorian Britain

NOT OFFERED IN 1996-97. Evolution of popular attitudes and public policy toward crime, criminals, punishment, and rehabilitation in Britain from 1790 to 1914. Readings from contemporary accounts and secondary materials, supplemented with fiction from Dickens, Galsworthy, Arthur Morrison, and R.L. Stevenson, with other contemporary accounts and secondary materials in order to trace the gradual transformation from a morally-based to an administratively-oriented approach to the problem of crime and punishment. *Prerequisite: same as for 301.*

Mr. Feske

HIST 336 (2)(B¹) Seminar. British Cultural and Intellectual History 1789-1945

Exploration of some of the major trends in British thought and culture from the French Revolution to the end of the Second World War. Topics will include Utilitarianism and its critics, views on political economy and the origins of poverty, the place of religion in society, the rediscovery of the past and Britain's changing self-image, the Darwinian revolution, the crisis of liberalism, nihilism and the interwar "Bright Young People," and images of empire and decline. Readings will include Edmund Burke, Samuel T. Coleridge, J.S. Mill, John Henry Newman, Mrs. Humphry War, Matthew Arnold, George Bernard Shaw, Robert Graves, Evelyn Waugh, Lytton Strachey, and Paul Scott. *Prerequisite: same as for 301.*

Mr. Feske

HIST 337 (1)(B¹) Seminar. Origins of the First World War

What caused the Armageddon of 1914? This seminar will explore post-1871 diplomatic and strategic rivalries; intellectual and cultural ferment; domestic social and political instability; imperialism; nationalism; and military technology, all of which culminated in the crisis of 1914. *Prerequisite: same as for 301.*

Mr. Feske

HIST 338 (1)(B¹) Seminar. European Resistance Movements in World War II

Comparative examination of resistance to Nazi Germany in nations of western and eastern Europe, based on clandestine press, memoirs and diaries, fictional recreations and a rich scholarly literature. Questions to be addressed include: what constituted resistance? why did individuals choose to resist? what did organized resistance movements achieve? what was the role of particular groups such as women, communists, and Jews? Emphasis will be on identifying and understanding national or regional variations. *Prerequisite: same as for 301.*

Mr. Shennan

HIST 340 (B¹) Seminar. Interdisciplinary History

NOT OFFERED IN 1996-97. OFFERED IN 1997-98. Topic for 1997-98: Invention and Revision: The American Revolution. An interdisciplinary exploration of the Revolution, examining how and why Americans have created, claimed, possessed, revised, repudiated, and discarded certain events according to their sense of tradition. Topics include: the "classic" revolution; Revolutionary heroes (Crispus Attucks, Molly Pitcher, Paul Revere); the cult of George Washington; mythology and the Revolution; the establishment of societies such as the Seventy-Six Association, the National Monument Society, and the Daughters of the American Revolution; poetry and iconography of the Revolution; theater; historical romances. Emphasis on primary materials; newspaper accounts, memoirs, testimonials, poetry, portraits, plays, novels. *Open to sophomores, juniors, and seniors. Admission by application prior to registration.*

Ms. Tien

HIST 341 (B¹) Seminar. The Nature and Meanings of History

NOT OFFERED IN 1996-97. OFFERED IN 1997-98. Introduction to modern historical writing with an emphasis on the tendencies and counter-tendencies in the 20th-century European tradition. Particular concern with patterns of historical explanation as adopted by practicing historians: individual and collective biography, demography and family reconstruction, psychohistory, and Marxism. *Prerequisite: same as for 301.*

Mr. Knudsen

HIST 342 (B¹)(MR) Seminar. Women, Work and the Family in African History

NOT OFFERED IN 1996–97. Examination of women's work in the small-scale and state societies of precolonial Africa; the transformation of the existing division of labor as a result of colonial domination. Analysis of historiographical trends in African women's history; case studies from throughout the continent; student interpretation of a variety of historical sources, including oral histories and women's songs. *Open to sophomores, juniors, and seniors. Admission by application prior to registration.*

Ms. Kapteijns

HIST 343 (1)(B¹) Seminar. History of Israel

The biblical origins and modern development of Jewish statehood. Topics include: Jewish religious nationalism; the nature of the Zionist revolution; state-building and the struggle over national boundaries; relations with Arabs; differences over "homeland" and "holy land"; and continuing efforts to define the nature and purpose of a Jewish state in a post-Zionist era. *Prerequisite: same as for 301.*

Mr. Auerbach

HIST 344 (2)(B¹)(MR) Seminar. Japanese History

Topic for 1996–97: Nationalism in Korea and Japan. A comparative examination of nationalism in Korea and Japan from its emergence in the nineteenth century in response to western imperialism to the post-Cold War debates about Korean reunification and Japan's international role. From similar origins in the determination to resist foreign domination, nationalism in Korea and Japan parted paths, reflecting drastically different historical and cultural conditions. Topics include: East Asian versus western nationalism, Japanese imperialism and ultra nationalism, nationalism in Korea under Japanese rule, the impact of great power rivalry on post-World War II Korea and Japan, contemporary issues. *Prerequisite: same as for 301.*

Mr. Fouraker

HIST 345 (B¹) Seminar. The American South

NOT OFFERED IN 1996–97. *Prerequisite: same as for 340.*

Ms. Varon

HIST 346 (B¹)(MR) China and America: The Evolution of a Troubled Relationship

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. The persistent theme of misunderstanding and conflict in relations between China and the U.S. as countries and Chinese and Americans as people will be explored through such topics as: the treatment of Chinese in 19th-century California, the Open Door policy and U.S. exclusion laws, the depiction of Chinese in American film and literature, China and the U.S. as allies in World War II, McCarthyism and the re-emergence of anti-Chinese feeling in the 1950s, and the fallout from Tiananmen. Enrollment limited to 20. *Prerequisite: same as for 301.*

Mr. Cohen

HIST 347 (1)(B¹)(MR) The Cultural Revolution in China

The Cultural Revolution approached on three levels: as a major event in recent Chinese history, with its specific causes, nature, and consequences; as individual experience reflected in memoirs, recollections, fiction; and as a set of myths generated and communicated by China's leadership, the Chinese people, and foreign observers. Attention to the distinctive characteristics of each of these modes of historical representation. Concludes with a comparison of the Cultural Revolution to other instances of societal breakdown in world history. Enrollment limited to 20. *Prerequisite: same as for 301.*

Mr. Cohen

HIST 348 (B¹) Seminar. History of Medicine

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. Topic for 1997–98: The Female Body in Medieval and Early Modern Europe. An exploration of medical constructions of the female body in the context of medieval and Early Modern society and culture. Topics will include: fertility and generation, illness and health, food and fasting, pain and pleasure, and the power to harm and heal. *Prerequisite: 224 or two courses in women's studies, and/or the history of Medieval and Renaissance Europe.*

Ms. Park

HIST 350 (1) (2) Research or Individual Study
Open by permission to juniors and seniors.

HIST 351 (B¹)(MR) Seminar. Asian Settlement in North America, 1840 to the Present

NOT OFFERED IN 1996–97. A comparative and thematic examination of the history of Asian immigrants and their descendants in the United States and Canada. Topics include: 1) causes of migration from Asia to North America, Europe, Africa and South America; 2) formation of “pioneer” communities and subsequent immigration patterns in North America; 3) assimilation, adaptation, the invention of ethnic identities, “official ethnicization” linked to public policy; 4) citizenship and civil rights, including issues of property rights, immigration law, wartime internment of Japanese Americans. Comparative analysis touches upon European immigration to North America, Asian settlement in Europe, South America and Africa, the experience of African Americans. *Prerequisite: some background in U.S. history, or Asian history and culture. Open to juniors and seniors, and to sophomores by permission of the instructor.*

Mr. Matsusaka

HIST 352 (B¹) Seminar. Tiananmen as History

NOT OFFERED IN 1996–97. Tiananmen, the name of the central square in Beijing, is also shorthand for the protest demonstrations and crackdown that shook China in spring 1989. Why has Tiananmen become a watershed event in China’s recent history? What were the causes of the demonstrations? The severity of the government’s response? Why did “1989” take such different forms in China and in Eastern Europe? These and other questions will be probed via firsthand accounts, scholarly analyses, videotapes, and participant interviews. *Prerequisite: same as for 301.*

Mr. Cohen

HIST 353 (2)(B¹) Seminar. History of the American West

A history of the American West as region (beyond Mississippi,) process (the moving frontier,) and symbol (as carrier of national myths.) Attention to race and gender relations, environmental concerns, and the development of distinctive ethnic and regional cultures. Topics include Indian wars, the overland trail, immigrant experiences, Mormons, the California dream, the urbanization of the desert, Disneyland, B-movie westerns, and the rise of Los Angeles as postmodern metropolis. *Prerequisite: same as for 340.*

Mr. Rozario

HIST 354 (2)(B¹) Seminar. Family History

Topic for 1996–97: The Family in the United States. The American family as a social and cultural institution, from the colonial period to the present. Topics include: the methodology of family history; household structure; the family economy; domestic relations; childhood and child-rearing; and tensions between the family and the individual. Emphasis on primary sources: diaries, sermons, family letters, censuses, wills, children’s literature, household manuals, fiction. *Prerequisite: same as for 340.*

Ms. Tien

HIST 356 (2)(B¹) Seminar. Russian History

Topic for 1996–97: Humanity Uprooted: USSR in the 1920s. What happens after the Bolshevik seizure of power, when the revolution seeks to transform every aspect of life and culture? This seminar will explore such topics as: the relationship between ideology and politics; the search for a socialist economy; the cult of Lenin; innovation in the arts and literature; militant atheism; new morals, mores, and rituals; propaganda and popular culture. *Prerequisite: same as for 301.*

Ms. Tumarkin

HIST 357 (1)(B¹) Seminar. History of American Popular Culture

Major themes in United States popular culture from the end of the Civil War to the present. Course blends historical studies with theoretical readings (from Geertz to Foucault) that help us to “read” and interpret popular culture. Special attention to the rise of mass culture and culture wars. Topics include Harlequin romances, spectator sports, amusement parks, popular music, television, Hollywood and advertising. *Open to sophomore, juniors, and seniors, who have taken 203 or 204.*

Mr. Rozario

HIST 360 (1) (2) Senior Thesis Research

By permission of department. See p. 73, Honors. Students writing senior honors theses must participate regularly throughout the year in the History Honors seminar.

HIST 361 (B¹) Seminar. Crisis and Renovation: Comparative Themes in the History of France and Britain since 1945

NOT OFFERED IN 1996–97. A comparative perspective on French and British responses to change in the postwar world. Issues to be discussed include: collective memories of World

War II, relations with the United States, decolonization and the politics of immigration, economic modernization and social change, the crisis leadership of Charles de Gaulle and Margaret Thatcher. *Prerequisite: same as for 301.*

Mr. Shennan

HIST 364 (2)(B¹)(MR) Seminar. Women in Islamic Society: Historical Perspectives

Examination of the changing social roles of women in the Islamic world, from Pakistan to Morocco. Examination of the rights and duties of women as defined by the Koran and the Shari'a (Islamic Law), followed by exploration of the theoretical and historiographical literature on women in Islamic societies. Students will examine the social roles and position of women in concrete historical situations. *Prerequisite: same as for 340.*

Ms. Kapteijns

HIST 365 (2)(B¹) The Chinese Diaspora

This course traces the history of Chinese migrations from the sixteenth century to the present, but its primary emphasis is the overseas Chinese in the nineteenth and twentieth centuries. Of particular importance are the "push" and "pull" forces that prompted the Chinese to move out of their homeland to seek opportunities in the wider world, and the implications that this diaspora had for Asian and world history. Students will examine two emigre destinations, the Philippines and the United States, in order to contrast the Chinese experience in distinct environments and to better understand how these environments affected the internal dynamics, external relations and self-identification of the Chinese community. *Enrollment limited to 20. Prerequisite: same as for 301.*

Mr. Wilson

HIST 367 (B¹) Seminar. Jewish Ethnicity and Citizenship

NOT OFFERED IN 1996-97. OFFERED IN 1997-98. The freedom to be different and the right to be equal studied through the Jewish experience in 19th and 20th century Europe. Topics include the paradoxes of the struggle for political equality in Western Europe; challenges of romantic nationalism and political anti-Semitism; Jewish nationalist and religious responses. Comparison with other groups and ethnicities. *Prerequisite: same as for 301.*

Ms. Malino

HIST 370 (1)(2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

AFR 208 (2)(B²)(MR)

Women in the Civil Rights Movement

CLCV 236/336 (B¹)

The History of Greek and Roman Religion. *Not offered in 1996-97.*

ECON 204 (2)(B²)

U.S. Economic History

EDUC 212 (1)(B¹)

History of American Education

EDUC 214 (B¹ or B²)

Youth, Education and Student Activism in Twentieth-Century America. *Not offered in 1996-97.*

EDUC 312 (1)(B¹)

Seminar. History of Child Rearing and the Family

REL 218 (B¹)

Religion in America. *Not offered in 1996-97.*

REL 245 (2)(B¹)(MR)

Seminar. The Holocaust

REL 255 (B¹)

Japanese Religion and Culture. *Not offered in 1996-97.*

WOST 224 (2)(B¹)

Women's Lives Through Oral History

WOST 320 (2)(B¹)(MR)

American Health Care History in Gender, Race and Class Perspective

WRIT 125 14 (2)

Europeans at War, 1939-1945

Directions for Election

Entering students are urged to consider taking 103, History in Global Perspective, which is a multicultural introduction to the study of history that also introduces them to all members of the department. Most 200-level courses in the Department are open to first-year students, but students without a strong background in European history should elect 100, 201, or both, before taking other courses in the European field. Students without a strong background in American history should elect 203, 204, or both, before taking other courses in the American field. Seminars are ordinarily limited to 15 students, non-majors as well as majors, who meet the prerequisite.

Majors in history are allowed great latitude in designing a program of study, but it is important for a program to have both breadth and depth. To ensure breadth, the program must include: (1) at least one course in the history of Africa, Japan, China, Latin America or the Middle East; and (2) at least one course in the history of Europe, the United States, England, or Russia. We strongly recommend as well that majors take at least one course in premodern history (e.g., ancient Greece and Rome, the Jews of Spain and the lands of Islam, Japan before 1800). To encourage depth of historical understanding, we urge majors to focus eventually upon a special field of study, such as (1) a particular geographical area, country, or culture; (2) a specific time period; (3) a particular historical approach, e.g., intellectual and cultural history, social and economic history; (4) a specific historical theme, e.g., the history of women, revolutions, colonialism. Finally, of the two Grade III courses in the major required for the B.A. degree, we recommend that majors include at least one seminar in their programs. Normally, all Grade III work and at least six of a major's minimum of eight courses must be taken at Wellesley. No Advanced Placement credits, and no more than one cross-listed course may be counted toward a History major.

The History minor consists of a minimum of five courses, of which at least four must be above the 100 level and at least one at the 300 level (excluding 350). Of these five units, at least three shall represent a coherent and integrated field of interest, such as, for example, American history, Medieval and Renaissance history, or social history. Of the other two units, at least one shall be in a different field. Normally, at least four units must be taken at Wellesley and cross-listed courses will not count toward the minor.

Teacher Certification: Students interested in obtaining certification to teach history in the Commonwealth of Massachusetts should consult Ms. Tien in the History Department and the Chair of the Department of Education.

International Relations

AN INTERDEPARTMENTAL MAJOR

Directors: *Murphy, Velenchik*

The International Relations major consists of ten (10) courses, which must include the following:

1. Three (3) required courses: Economics 214 (International Economics); History 103 (History in Global Perspective) or History 295 (International Relations of the West, 1789–1962); and Political Science 221 (World Politics). Majors are encouraged to fulfill the History requirement before the Political Science requirement.

2. Two (2) foreign language courses *beyond the College's foreign language requirement in the same language used to fulfill that requirement* (above the intermediate level). This requirement will usually be met by the completion of two units of language study at the *third-year college level*. A student whose native language is not English will be exempted from this requirement subject to the approval of her advisors. An International Relations major who meets the enhanced language requirement through native fluency must also complete ten (10) courses in the major, but can substitute two (2) additional non-language courses approved by her advisors in place of advanced language work. This applies also to students who may be double-majors (e.g., in International Relations and a language department or area studies program) and who choose not to count their advanced language courses toward their International Relations major.

3. Five (5) other courses, including at least three (3) in one of the following fields of concentration: a) Peace, War, and Security; b) International Political Economy; c) Foreign Policy and World Politics; and d) Human Rights, Race, or Gender in International Relations.

In fulfilling this major a student must take at least one (1) course that focuses on a particular geographic region of the world or a specific country, normally a country or region where the student's second language is used. A student may apply an additional one (1) course that focuses on a particular geographic region of the world or a specific country to the appropriate field of concentration. For example, Economics 240 (The Russian Economy) would be applied to International Political Economy.

Majors are also strongly encouraged, but not required, to take Economics/Political Science/Sociology 199, Introduction to Social Science Data Analysis.

A sample list of courses from the current catalog that could be applied to the four fields of concentration that follows is intended to present an idea of the range of courses available in relation to the proposed subfields. It does not include those courses that come under the area studies provision of the major.

INRL 360 (1)(2) Senior Thesis Research

By permission of department. See p. 73, Honors.

INRL 370 (1)(2) Senior Thesis

Prerequisite: 360.

a) Peace, War, and Security

ECON 222 (1)(B²)

Games of Strategy

HIST 337 (1)(B²)

Seminar. Origins of the First World War

HIST 338 (1)(B²)

Seminar. European Resistance Movements in World War II

POL3 224 (2)(B²)

International Security

POL3 327 (2)(B²)

International Organization

POL3 330 (B²)

Seminar. Negotiation and Bargaining. *Not offered in 1996–97.*

b) International Political Economy

ANTH 346 (1)(B²)(MR)

Colonialism, Development and Nationalism: The Nation State and Traditional Societies

ECON 220 (1)(B²)(MR)

Development Economics

ECON 238 (1)(B²)

Economics and Politics

ECON 301 (1)(B²)

Comparative Economic Systems

ECON 313 (B²)

International Macroeconomics. *Not offered in 1996–97.*

ECON 314 (1)(B²)

International Trade Theory.

ECON 320 (2) (B²)

Seminar. Economic Development

ECON 340 (1) (B²)

Seminar. The European Union

HIST 268 (B¹)

The Origins of Japanese Big Business: A Comparative Perspective. *Not offered in 1996-97.*

POL2 204 (1)(B²)(MR)

Political Economy of Development and Underdevelopment

POL3 323 (1)(B²)

Politics of Economic Interdependence

POL3 332 (2)(B²)

Seminar. People, Agriculture, and the Environment

POL3 348 (1)(B²)

Seminar. Problems in North-South Relations

c) Foreign Policy and World Politics

ANTH 319 (2)(B²)(MR)

Nationalism, Politics, and the Use of the Remote Past

HIST 240 (B¹)

The World at War: 1937-1945. *Not offered in 1996-97.*

HIST 269 (B¹)

Japan's Foreign Relations, 1853-1973. *Not offered in 1996-97.*

HIST 295 (2)(B¹)

International Relations of the West, 1789-1962 (if not taken as required course for IR major)

HIST 344 (B¹)

Militarism in Modern Japan. *Not offered in 1996-97.*

HIST 346 (B¹)(MR)

China and America: The Evolution of a Troubled Relationship. *Not offered in 1996-97.*

POL3 321 (1)(B²)

The United States in World Politics

POL3 328 (1)(B²)

After the Cold War

d) Human Rights, Race, or Gender in International Relations

AFR 319 (B¹)(MR)

Pan-Africanism

AMST 318 (2)(B²)(MR)

Race, Class, and Colonialism in America

PEAC 259 (1)(B²)(MR)

Human Rights in Latin America

POL3 322 (B²)

Gender in World Politics. *Not offered in 1996-97.*

POL3 331 (2)(B²)

Seminar. Women, War, and Peace

REL 245 (2)(B¹)(MR)

The Holocaust

Italian

Professor: *Jacoff*

Associate Professor: *Viano, Ward (Chair)*

Assistant Professor: *Laviosa*

All courses, unless otherwise listed, are conducted in Italian. In all courses given in Italian, except seminars, some work may be required in the language laboratory.

Qualified students are encouraged to spend their junior year in Italy. See p. 72.

The Italian department offers both a major and a minor as well as an interdisciplinary major in Italian Culture. See Directions for Election.

ITAL 101–102 (12)(A) Elementary Italian

These courses focus on the development of basic language skills for the purpose of acquiring both speaking and reading knowledge useful in the study of other disciplines. A general view of Italian civilization and contemporary culture through slide shows, authentic video programs, and graded brief readings offer an introduction to the country and its people. Three periods. Course requirements: six quizzes, four take-home exams, Midterm and Final exams. *No credit will be given for this course unless both semesters are completed satisfactorily.*

Ms. Jacoff, Mr. Viano, Ms. Laviosa, and Staff

ITAL 201 (1)(A) Intermediate Italian I

The purpose of this course is to consolidate the language skills through in-depth review of grammar and intensive listening, speaking, reading, and writing activities. The reading of short stories, articles from Italian newspapers, and selected texts on Italian civilization promote critical reading. Listening comprehension is practiced through the viewing of Italian films and other authentic audio-visual material. Both reading and listening activities are followed by in-class discussion. Course requirements: four short compositions, four quizzes, Midterm and Final exams. Three periods. *Prerequisite: 101–102 or by permission of the instructor.*

Mr. Viano, Ms. Laviosa

ITAL 202 (2)(A) Intermediate Italian II

Further consolidation of fluency in spoken and written Italian with a complete review of grammar is the focus of this course. Literary texts and newspaper articles on Italian current issues are

selected to promote critical reading. Italian films and television programs are presented to develop the listening skill and introduce students to some of the major themes in Italian culture. Course requirements: research paper, four quizzes, Midterm and Final exams. Three periods. *Prerequisite: 201 or by permission of the instructor.*

Mr. Ward, Ms. Laviosa

ITAL 249 (2)(A) The Cinema of Transgression (in English)

The course will explore in depth the films by directors Pier Paolo Pasolini and Martin Scorsese, who have attempted to challenge both cinematic and moral codes. The course will deal with issues such as homosexuality and homosociality, the social construction of gender, and the conflict between religion as faith and religion as an institution. It will enable students to think and write about cinema in terms of authorship. Taught in English. *Prerequisite: written permission is required for all students.*

Mr. Viano

ITAL 261/361 (1)(A) Italian Cinema (in English)

A survey of Italian cinema from neorealism to the present through the work of its major directors (Fellini, Bertolucci, Visconti, etc.). The in-depth analysis of each film will aim at providing students with a knowledge of the key issues in contemporary film theory: the relationship between cinema and reality, the role of the spectator, gender and politics of the film image. The course may be taken as either 261 or, with additional assignments in Italian, as 361. Taught in English. *Prerequisite: written permission is required for all students.*

Mr. Viano

ITAL 263 (1)(A) Dante (in English)

An introduction to Dante and his culture. The centrality and encyclopedic nature of Dante's *Divine Comedy* make it a paradigmatic work for students of the Middle Ages. Since Dante has profoundly influenced several writers of the 19th and 20th centuries, knowledge of the *Comedy* illuminates modern literature as well. This course presumes no special background and attempts to create a context in which Dante's poetry can be carefully explored. *Open to all students.*

Ms. Jacoff

ITAL 265 (2)(A) Literature of the Italian Renaissance (In English)

NOT OFFERED IN 1996–97. An introduction to several representative and influential writers of the Italian Renaissance: Petrarch, Boccaccio, Poliziano, Castiglione, Ariosto, and Veronica Franco. We will examine the relationship between style and cultural context in a variety of genres (lyric, epic, narrative, letters, autobiography). *Open to all students.*

Ms. Jacoff

ITAL 271 (1)(A) Introduction to Italian Studies

The course aims to familiarize students with the figures, writings, and currents of thought which contributed to the construction of Italy as a nation—the Risorgimento—and to an Italian national identity. In addition, the course will examine Italian nationalism and the early 20th century and contemporary reevaluations of the Risorgimento legacy. Authors to be studied will include Foscolo, Manzoni, Carducci, Lampe-dusa, Visconti, and Gramsci. *Prerequisite: 202 or by permission of the instructor.*

Mr. Ward

ITAL 272 (2)(A) Studies in Italian Literature

Topic for 1996–97: TBA. *Prerequisite: 271 or by permission of the instructor.*

Staff

ITAL 308 (1)(A) The Contemporary Novel

NOT OFFERED IN 1996–97.

ITAL 309 (1)(A) The Function of Narrative

The course, which is taught in Italian, gives students an overview of developments in the history of Italian narrative from Boccaccio to the present day. In particular, the course focuses on the social and intellectual functions of narrative as our primary means of describing, knowing and interpreting the world around us. The course will look at selections from major authors such as Boccaccio and Manzoni as well as a variety of short fiction by contemporary authors. It will conclude with a section on Michelangelo Antonioni dedicated to film narrative techniques. *Prerequisite: 249, 271 or by permission of the instructor.*

Mr. Ward

ITAL 349 (2)(A) Seminar

Topic for 1996–97: Studies in the Lyric. The course will explore the range and historical

development of lyric forms in a variety of poetic and prose texts. Readings will include the poetry of the *Dolce Stil Novo*, Petrarca, Michelangelo, Leopardi, Ungaretti, Saba and Montale, Calvino's *Invisible Cities*, and a selection of operatic arias. Taught in Italian. *Prerequisite: 308, 309 or by permission of the instructor.*

Ms. Jacoff

ITAL 350 (1)(2) Research or Individual Study

Open by permission to students who have completed two units in literature in the department.

ITAL 360 (1)(2) Senior Thesis Research

By permission of department. See p. 73, Honors.

ITAL 370 (1)(2) Senior Thesis

Prerequisite: 360.

Attention is called to the list of courses on literature in translation, on p. 289.

Directions for Election

The Italian department offers both a major and a minor in Italian as well as an interdisciplinary major in Italian culture.

The Italian major offers students the opportunity to acquire fluency in the language and knowledge of the literature and culture of Italy. Students are strongly urged to begin Italian in their first year. Italian 101–102 count toward the degree, but not the major. Students majoring in Italian are required to take eight units above the 100 level, two of which must be at Grade III level. Students should consult with the chair about the sequence of courses they will take. Courses given in translation count toward the major. Qualified students are encouraged to spend their junior year abroad on an approved program. Courses in other languages and literatures, art and history are strongly recommended to supplement work in the major.

The Italian minor requires five units above the 100 level. One of these units may be fulfilled by a course in translation if a student begins the study of Italian in her sophomore year.

Italian Culture

AN INTERDEPARTMENTAL MAJOR

Director: *Ward*

The major in Italian Culture offers students the opportunity to acquire fluency in the language and to deepen their knowledge of Italy through the study of its literature, art, history, music and thought. The program for each student will be planned individually with the director. At least four units in Italian above the 100 level, one of which must be at Grade III level, must be included in the program; in addition, the student will take at least four units above the 100 level in related departments, one of which must be at Grade III level. Courses given in translation will count toward the major. The following courses are available for majors in Italian Culture:

ITCL 350 (1)(2) Research or Individual Study

Open by permission to juniors and seniors.

ITCL 360 (1)(2) Senior Thesis Research

By permission of director. See p. 73, Honors.

ITCL 370 (1)(2) Senior Thesis

Prerequisite: 360.

ARTH 220 (1)(A)

Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

ARTH 229 (A)

Renaissance and Baroque Architecture. *Not offered in 1996-97.*

ARTH 243 (A)

Roman Art. *Not offered in 1996-97.*

ARTH 251 (1)(A)

Italian Renaissance Art

ARTH 304 (1)(A)

Seminar. Italian Renaissance Sculpture

HIST 231 (B¹)

History of Rome. *Not offered in 1996-97.*

HIST 233 (1)(B¹)

Renaissance Italy

HIST 235 (2)(B¹)

Utopia: Culture and Community in Medieval and Renaissance Europe

HIST 333 (2)(B¹)

Seminar. Renaissance Florence

ITAL 201 (1)(A)

Intermediate Italian I

ITAL 202 (2)(A)

Intermediate Italian II

ITAL 249 (2)(A)

The Cinema of Transgression (in English)

ITAL 261 (1)(A)

Italian Cinema (in English)

ITAL 263 (1)(A)

Dante (in English)

ITAL 265 (A)

Literature of the Italian Renaissance (in English). *Not offered in 1996-97.*

ITAL 271 (1)(A)

Introduction to Italian Studies

ITAL 272 (2)(A)

Studies in Italian Literature

ITAL 308 (A)

The Contemporary Novel. *Not offered in 1996-97.*

ITAL 309 (1)(A)

The Function of Narrative

ITAL 349 (2)(A)

Seminar: The Cinema of Transgression

ME/R 249 (2)(A)

Imagining the Afterlife

Japanese

Associate Professor: *Morley (Chair)*

Assistant Professor: *Uehara*

Instructor: *Maeno*

Lecturer: *Torii*

Language Instructor: *Omoto, Ozawa*

JPN 101-102 (12)(A) Beginning Japanese

Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading and writing, using basic expressions and sentence patterns. Five periods. Students will receive a total of two and one-half units of credit for the year. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students.*

Mr. Uehara and Staff

JPN 201-202 (12)(A) Intermediate Japanese

Continuation of 101-102. The first semester will emphasize further development of listening and speaking skills with more complex language structures as well as proficiency in reading and writing. The second semester will emphasize reading and writing skills. Five periods. Students will receive two and one-half units of credit for the year. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: 101-102 (12) or by permission of the instructor.*

Ms. Torii and Staff

JPN 231 (1)(A) Advanced Japanese I

Development and refinement of reading and writing skills with emphasis on Kanji acquisition and mastery of written texts. Meets three days a week. Students must register for 233 in conjunction with 231. *Prerequisite: 201-202 (12) or permission of the instructor.*

Mr. Uehara

JPN 232 (2)(A) Advanced Japanese II

Continuation of 231, 233. Students will be exposed to a variety of written texts in preparation for reading literature and news articles in the fourth year. Japanese 231, 233 (1) and Japanese 232, 234 (2) taken in sequence, constitute the third year of the Japanese language program. Meets three days a week. Students must register for 234 in conjunction with 232. *Prerequisite: 231 or permission of the instructor.*

Mr. Uehara

JPN 233 (1)(A) Advanced Oral Skills I

Students will practice oral and listening skills using a Japanese video tape of the television series, "Springtime Family" specially programmed for use in Advanced language classes. The goal of the course is to enable students to decipher actual spoken Japanese from the video tape and incorporate the spoken patterns and vocabulary in their own speech. Meets two days a week. *Students must register for 233 in conjunction with 231 except by permission of the instructor. Signature of instructor required.*

Ms. Torii

JPN 234 (2)(A) Advanced Oral Skills II

Continuation of 233. Students will continue study of "Springtime Family." Focus is on oral presentations, debates, and discussions. Meets two days a week. *Students must register for 234 in conjunction with 232 except by permission of the instructor. Signature of instructor required.*

TBA

JPN 235/CHIN 235 (2)(A)(MR) A Tale and A Dream: A Comparative Study of *The Tale of Genji* and *The Story of the Stone*

Students will read the complete translation of both texts. The course examines the effect of Chinese and Japanese cultures on the writing and the reading of the two novels, and also the reciprocal effect of the novels on the cultures. We will explore a variety of topics including attitudes toward love, food, sex, death, and familial relationships. Videos and movies will be shown to supplement the reading, and guest lecturers will be arranged to provide in-depth analysis on particular topics critical to the two novels. *Open to all students.*

Ms. Morley and Ms. Mou

JPN 251 (1)(A)(MR) Japan Through Literature and Film

NOT OFFERED IN 1996-97. A study of the great works of Japanese literature in translation from the 10th through the 18th centuries, including the early poetic diaries of the Heian Court ladies, the *Tale of Genji*, the *Noh* plays, the puppet plays of Chikamatu, and the haiku poetry of Matsuo Basho. Emphasis on the changing world of the Japanese writer and the role of the texts in shaping Japanese aesthetic principles. Selected films shown throughout course. Offered in alternation with 351. *Open to all students.*

Ms. Morley

JPN 252 (2)(A) Topics in Japanese Linguistics

Japanese and English in contrast. This course will examine the structural differences and similarities between the two, typologically very different languages, and seek generalizations therefrom, highlighting unique characteristics of the Japanese language. The course begins with a brief introduction to linguistics, and covers phonological, lexical and syntactic aspects. Topics include word categories, grammatical relations, honorifics, etc. *Prerequisite: at least one year of Japanese or by permission of instructor.*

Mr. Uehara

JPN 309 (1)(A) Readings on Contemporary Japanese Social Science

NOT OFFERED IN 1996–97. Readings in Japanese with selections from current newspapers and journals. Two periods with discussion section. Alternates with 310. *Prerequisite: 232 or by permission of instructor.*

Mr. Uehara

JPN 310 (1)(A) Modern Japanese Prose

Students will be reading selections from a variety of well known modern authors in the original. The goal of the course is to familiarize the student with a variety of writing styles and with the corpus of significant literary works in the post-World War II period. As well as translating, students will be writing short weekly essays in Japanese. Two periods with discussion section. Alternates with 309. *Prerequisite: 232, 234 or permission of the instructor.*

JPN 312 (2)(A) Readings in Classical Japanese Prose

Reading and discussion in Japanese of selections from Japanese literature: Focus on translation skills. Two periods with discussion section. *Prerequisite: 309 or by permission of instructor.*

Ms. Morley

JPN 350 (1)(2) Research or Individual Study

Open by permission to juniors and seniors.

JPN 351 (1)(A)(MR) Seminar. Theater of Japan (in translation)

This course provides an in-depth study of Japanese classical theater forms and performance theories. Students will be reading plays from the *Noh*, and *Kyogen* comedies, *Kabuki*, and *Bunraku* (puppet theater) traditions. Videos of the plays for study will be viewed by the class. Com-

parisons will be made with western and other eastern theater forms where appropriate. The influence of classical theater on contemporary Japanese drama will also be examined. *Prerequisite: one unit in Japanese Studies or by permission of instructor.*

Ms. Morley

JPN 360 (1)(2) Senior Thesis Research

By permission of director. See p. 73, Honors.

JPN 370 (1)(2) Senior Thesis

Prerequisite: 360.

Attention is called to the list of courses on literature in translation, on p. 289.

Directions for Election

Students who are interested in Japan may choose from two majors: the Japanese major with a focus on Japanese language and literature, and the interdisciplinary Japanese Studies major.

The Japanese major concentrates on Japanese language and literature. Students are strongly urged to begin Japanese in their first year, and are encouraged to spend their junior year or summer in Japan for intensive language study. Majors are required to take a minimum of two years of Japanese beyond 101–102 (Japanese 201–202 counts as one course toward the major), two courses at the 300 level, and at least two non-language courses (which may include 312) for a total of eight courses taken within the department. Either 231–232 or 233–234 may be counted toward the major but not both. Courses from Japanese Studies are strongly recommended to supplement work in the major. An advisor should be chosen from within the department.

Japanese Studies

AN INTERDEPARTMENTAL MAJOR

Directors: Kodera, Morley

Japanese Studies major is an interdisciplinary major that offers an alternative to the Japanese major. Students are required to take two years of Japanese including 101-102, (101-102, and 201-202 count as one course each toward the major; either 231-232 or 233-234 may be counted toward the major but not both,) at least four non-language courses, and two courses at the 300-level for a total of eight courses. One course on China, Korea, or on Asian Americans may count toward the major. Students are encouraged to spend a summer or the junior year in Japan.

JPN 350 (1)(2) Research or Individual Study
Open by permission to juniors and seniors.

JPN 360 (1)(2) Senior Thesis Research
By permission of director. See p. 73, Honors.

JPN 370 (1)(2) Senior Thesis
Prerequisite: 360.

ART 249 (1)(B²)(MR)
Arts of Japan

ECON 239 (2)(B²)(MR)
The Political Economy of East Asian Development

HIST 268 (2)(B¹)
The Origins of Japanese Big Business: A Comparative Perspective

HIST 269 (B¹)(MR)
Japan's Foreign Relations, 1853-1973.

HIST 270 (1)(B¹)(MR)
Japan Before 1840

HIST 271 (2)(B¹)(MR)
Modern Japan 1840-1960

HIST 344 (2)(B¹)(MR)
Seminar. Japanese History

HIST 351 (2)(B¹)(MR)
Seminar. Asian Settlement in North America, 1840-Present

JPN 101-102 (12)(A)
Beginning Japanese

JPN 201-202 (12)(A)
Intermediate Japanese

JPN 231 (1)(A)
Advanced Japanese I

JPN 232 (2)(A)
Advanced Japanese II

JPN 233 (1)(A)
Advanced Oral Skills I

JPN 234 (2)(A)
Advanced Oral Skills II

JPN 235/CHIN 235 (2)(A)(MR)
A Tale and A Dream: A Comparative Study of *The Tale of Genji* and *The Story of the Stone*

JPN 251 (1)(A)(MR)
Japan Through Literature and Film

JPN 252 (2)(A)
Topics in Japanese Linguistics

JPN 309 (1)(A)
Readings on Contemporary Japanese Social Science. *Not offered in 1996-97.*

JPN 310 (1)(A)
Modern Japanese Prose

JPN 312 (2)(A)
Readings in Japanese Prose

JPN 351 (2)(A)(MR)
Seminar. Selected Topics in Japanese Literature

POL 208 (B²)(MR)
Politics of East Asia

REL 108 (1)(B¹)(MR)
Introduction to Asian Religions

REL 108M (B¹)(MR)
Introduction to Asian Religions

REL 253 (2)(B¹)(MR)
Buddhist Thought and Practice

REL 255 (1)(B¹)(MR)
Japanese Religion and Culture

REL 353 (B¹)(MR)
Seminar. Zen Buddhism

REL 355 (2)(B¹)(MR)
Seminar. Modern Japanese Thought

REL 356 (B¹)(MR)
Seminar. Ideal Society in East Asian Religions

WOST 226 (1)(B¹)(MR)
Korean Women & Politics

WOST 248 (2)(A)(MR)
An Introduction to Asian American Women Writers: "Breaking Silences and Coming to Voice"

WOST 250 (2)(B¹)(MR)
Asian Women in America

WOST 303 (2)(B²)(MR)
Seminar. Political Economy of the Body: Sex Industry in Asia

Jewish Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Malino*

The major in Jewish Studies is designed to acquaint students with the many facets of Jewish civilization through an interdisciplinary study of Jewish religion, history, philosophy, art, literature, social and political institutions and cultural patterns.

For a major in Jewish Studies, students must take courses pertaining both to the ancient and modern worlds and show proficiency in Hebrew (equivalent to at least two semesters at the second-year level). In certain cases, where students whose area of concentration necessitates another language (such as Arabic, French, Spanish, Yiddish, Ladino), that language may be substituted for Hebrew in consultation with the student's major advisor. In addition, students are expected to concentrate in some area or aspect of Jewish studies (such as religion, history or Hebrew language and literature) by taking four courses above the Grade I level, including at least two at the Grade III level. Students are encouraged to apply to participate in "Wellesley-in-Israel," a January seminar in Jerusalem which focuses on archaeology in Israel, and which is held in cooperation with the Hebrew University of Jerusalem.

Majors devise their own programs in consultation with the Director of the Jewish Studies program and an appropriate faculty member from the student's area of concentration. Courses with an asterisk* also require the permission of the instructor if the course is to be counted for Jewish Studies.

In addition to Wellesley courses, students are encouraged to take courses at Brandeis University in the Department of Near Eastern and Judaic Studies which may be applicable to the Jewish Studies major. These courses must be approved, in advance, by the corresponding department at Wellesley. See the Director of Jewish Studies for further details.

A minor in Jewish Studies consists of 5 units from the following courses (of which at least one must be at the 300 level and no more than one at the 100 level): Anthropology 242, 247; History 217, 218, 219, 245, 326, 327, 328, 334, 338, 343, 367; Religion 104, 105, 140, 160, 202, 204, 205, 206, 241, 243, 244, 245, 303, 342; Spanish 252 and 267. Units must be taken in at least 2 departments; in consultation with the Director of the Program in Jewish Studies, a stu-

dent can also arrange to take courses for inclusion in the Jewish Studies minor in Brandeis University's Department of Near Eastern and Judaic Studies.

The following courses are available in Jewish Studies; for related courses, consult the Director of the Program. The "Wellesley-in-Israel" January seminar is scheduled at present to take place in 1997.

JWST 350 (1)(2) Research or Individual Study
Open by permission to juniors and seniors

JWST 360 (1)(2) Senior Thesis Research
By permission of director. See p. 73, Honors

JWST 370 (1)(2) Senior Thesis
Prerequisite: 360

ANTH 242 (1)(B²)*
The Rise of Civilization

ANTH 247 (B²)(MR)*
Traditional Societies of Post Conquest South America. *Not offered 1996-97.*

HEBR 101-102 (12)(A)
Elementary Hebrew

HEBR 201-202 (12)(A)
Intermediate Hebrew

HIST 217 (B¹)
The Making of European Jewry, 1085-1815.
Not offered 1996-97.

HIST 218 (1)(B¹)
Jews in the Modern World, 1815-Present

HIST 219 (B¹)(MR)
The Jews of Spain and the Lands of Islam. *Not offered 1996-97.*

HIST 245 (B¹)
Germany in the Twentieth Century. *Not offered 1996-97.*

HIST 326 (2)(B¹)
Seminar. American Jewish History. *Not offered 1996-97.*

HIST 327 (B¹)
Zionism and Irish Nationalism : A
Comparative Perspective. *Not offered 1996-97.*

HIST 328 (1)(B¹)
Anti-Semitism in Historical Perspective

HIST 334 (B¹)*

Seminar. European Cultural History. *Not offered 1996-97.*

HIST 338 (1)(B¹)*

Seminar. European Resistance Movements in World War II

HIST 343 (1)(B¹)

Seminar. History of Israel

HIST 367 (B¹)

Seminar. Jewish Ethnicity and Citizenship. *Not offered 1996-97.*

REL 104 (1)(B¹)(MR)

Introduction to the Hebrew Bible/Old Testament

REL 105 (1)(2)(B¹)*

Introduction to the New Testament

REL 140 (B¹)

Introduction to Jewish Civilization. *Not offered 1996-97.*

REL 160 (2)(B¹)(MR)*

Introduction to Islamic Civilization

REL 204 (B¹)(MR)

Law in the Ancient Near East and Hebrew Bible/Old Testament

REL 205 (B¹)(MR)

Genesis and the Ancient Near East Mythologies

REL 206 (B¹) (MR)

The Problem of Evil in Ancient Near Eastern Religions

REL 241 (1)(B¹)(MR)

Emerging Religions: Judaism and Christianity, 150 B.C.E.-500 C.E.

REL 243 (1)(B¹)(MR)

Women in the Biblical World

REL 245 (2)(B¹)(MR)

The Holocaust

REL 303 (B¹)

Seminar. Human sacrifice in Religion. *Not offered 1996-97. Offered 1997-98.*

REL 342 (B¹)(MR)

Rabbis, Romans and Archaeology. *Offered 1997-98.*

SPAN 252 (A)*

Christians, Jews and Moors: The Spirit of Spain in Its Literature. *Not offered in 1996-97.*

SPAN 267 (A)(MR)*

The Writer and Human Rights in Latin America. *Not offered in 1996-97.*

Language Studies

AN INTERDEPARTMENTAL MAJOR

Director: *Levitt and Staff*

The major in Language Studies offers to students who are interested in the field of linguistics the opportunity for interdisciplinary study of questions relating to the structure, history, philosophy, sociology, and psychology of language.

The major in Language Studies has a number of core requirements. In addition to Language Studies 114 (Introduction to Linguistics,) majors must take at least three of the following courses: Language Studies 238 (Sociolinguistics,) Language Studies 244 (Language Form and Meaning,) Language Studies 312 (Bilingualism,) and Language Studies 322 (Child Language Acquisition.)

In addition, majors must elect a concentration of at least four courses above Grade I in a single area, including at least two units at Grade III that are approved by the Language Studies Director. Concentrations may be in one department or may be constructed across departments. In either case, the major must demonstrate intellectual coherence. Students majoring in Language Studies are strongly urged to elect basic method and theory courses in their field of concentration and to show proficiency in a foreign language at the intermediate level or above.

Students are urged to consult the MIT catalogue for additional offerings in the major.

LANG 114 (1)(B²) Introduction to Linguistics

Designed to familiarize students with some of the essential concepts of language description. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization. Changes in linguistic methodology over the last century will also be discussed. *Open to all students.*

Ms. Levitt

LANG 238 (2)(B²) Sociolinguistics

An interdisciplinary course designed for students in the humanities and social sciences based on the application of linguistics to the analysis of language in its written and spoken forms. Emphasis on the way levels of social expression are conveyed by variations in the structural and semantic organization of language. Includes extensive study of women's language. *Prerequisite: 114 or permission of the instructor.*

Ms. Levitt, Staff

LANG 240 (B²) The Sounds of Language

NOT OFFERED IN 1996–97. Examination of the sounds of language from the perspective of phonetics (What are all the possible linguistically-relevant sounds of the human vocal tract?) and of phonology (How does each language organize a subset of those sounds into a coherent linguistic system?). Each student will choose a foreign language for intensive study of its phonetic, phonologic, and prosodic characteristics. Includes extensive use of the speech analysis facilities and phonetics laboratory of the Sound-Imaging Lab. *Prerequisite: 114 or by permission of the instructor.*

Ms. Levitt

LANG 244 (B²) Language: Form and Meaning

Even babies can learn a language, yet scores of determined researchers have been unable to devise a satisfactory description of its structure. This course will examine some basic questions about language: What do we know when we know a language? How does meaning arise from the form of sentences? What are universal properties of human languages? What does the structure of conversation and texts contribute to understanding? In the process, we will investigate specific problems in syntax, semantics, and pragmatics—and look at some theories devised to resolve these problems. This course provides a strong foundation for studies in linguistics, cognitive science, artificial intelligence, and the philosophy of language. *Prerequisite: Language Studies 114.*

Staff

LANG 312 (B²) Bilingualism: An Exploration of Language, Mind, and Culture

NOT OFFERED IN 1996–97. Exploration of the relationship of language to mind and culture through the study of bilingualism. Focus on the bilingual individual for questions concerning language and mind: The detection of “foreign” accent, the relationship of words to concepts, the organization of the mental lexicon, language specialization of the brain, and the effects of early bilingualism on cognitive functioning. The bilingual nation will be the focus for questions dealing with language and culture: societal conventions governing use of one language over another, effects of extended bilingualism on language development and change, and political and educational impact of a government’s establishing official bilingualism. *Prerequisite: an appropri-*

ate Grade II course in language studies, psychology, anthropology, philosophy, or permission of the instructor.

Ms. Levitt

LANG 322 (2)(B²) Child Language Acquisition

Language acquisition in young children. Examination of children’s developing linguistic abilities and evaluation of current theories of language learning. Topics include infant speech perception and production and the development of phonology, morphology, the lexicon, syntax, and semantics in the young child. Data from studies of children learning languages other than English will also be considered. *Open to juniors and seniors who have taken Language Studies 114 or Psychology 216, or by permission of the instructor.*

Ms. Levitt

LANG 350 (1)(2) Research or Individual Study

Prerequisite: Two Grade II units.

LANG 360 (1)(2) Senior Thesis Research

By permission of Department. See p. 73, Honors.

LANG 370 (1)(2) Senior Thesis

Prerequisite: 360

The following courses are available for credit in Language Studies:

CS 235 (2)(C)

Languages and Automata

EDUC 308 (1)(B²)

Seminar. Foreign Language Methodology

ENG 364 (1)(A)

Race and Ethnicity in American Literature
Topic for 1996–97: Multilingual America.

FREN 211[222] (1)(2)(A)

Studies in Language I

FREN 308 (1)(A)

Advanced Studies in Language I

JPN 252 (2)(A)

Topics in Japanese Linguistics

PHIL 207 (1)(B¹)

Philosophy of Language

PHIL 215 (1)(B¹)
Philosophy of Mind

PHIL 216 (1)(2)(B¹)
Logic

PSYC 216 (1)(B²)
Psychology of Language

PSYC 316 (1)(B²)
Seminar. Psycholinguistics

PSYC 330 (2)(B²)
Interdisciplinary Approach to the Study of
Consciousness

SOC 216 (1)(B²)
Sociology of Mass Media and Communications

Latin American Studies

A STRUCTURED INDIVIDUAL MAJOR

Directors: *Roses, Wasserspring*

The Latin American Studies major is a *structured individual major*. Students must submit a plan of study following the requirements listed below for approval by the two Directors listed above.

The Latin American Studies structured individual major requires a minimum of nine courses, with a concentration of four courses in one of the following departments: Anthropology, Political Science, or Spanish. Of these nine courses constituting a minimum for the major, at least two must be taken at the three hundred level. It is recommended that one of these two be a seminar.

The student must exhibit a degree of proficiency in the oral and written use of Spanish by successful completion of two (2) Spanish language courses *beyond the College's foreign language requirement* (above the intermediate level). Alternatively, a student may demonstrate proficiency through testing or an interview with the Directors. In the case where the student's area of interest is better served by proficiency in another language (Portuguese, Quechua, Maya) that language may be substituted in consultation with the student's Directors. Qualified juniors are encouraged to spend a semester or a year in Latin America either with "Wellesley in Mexico," (Fall semester only) or another approved program, see p. 72.

Majors devise their own programs in consultation with the Directors of Latin American Studies. Courses with an asterisk (*) also require the permission of the instructor if the course is to be counted for Latin American Studies. The asterisk also signifies that a research paper in the course will include a focus on Latin America.

ILAS 350 (1)(2) Research or Individual Study*

Open by permission to juniors and seniors.

ILAS 360 (1)(2) Senior Thesis Research*

By permission of the department. See p. 73, Honors.

ILAS 370 (1)(2) Senior Thesis*

Prerequisite: 360

AFR 204 (B²)(MR)

Third World Urbanization. *Not offered in 1996-97.*

- AFR 210 (A)(MR)**
Folk and Ritual Music of the Caribbean. *Not offered in 1996–97.*
- AFR 229 (B¹ or B²)(MR)**
Color, Race, & Class in Latin American Development. *Not offered in 1996–97.*
- AFR 234 (1)(A)(MR)**
Introduction to West Indian Literature
- AFR 335 (2)(A)(MR)**
Women Writers of the English-Speaking Caribbean
- ANTH 210 (B²)(MR)***
Racism and Ethnic Conflict in the U.S. and the Third World. *Not offered in 1996–97.*
- ANTH 236 (1)(B²)**
Witchcraft, Magic, and Ritual: Theory and Practice
- ANTH 245 (B²)(MR)**
Popular Cultures in Latin America. *Not offered in 1996–97.*
- ANTH 249 (B²)**
Traditional Societies of Post Conquest South America. *Not offered in 1996–97.*
- ANTH 346 (1)(B²)(MR)***
Colonialism, Development and Nationalism: The Nation State and Traditional Societies
- ARTH 238 (2)(A)(MR)**
Art, Ideology, and Power. Mexican Art from the Maya to the Present
- ARTH 338 (2)(A)(MR)**
Seminar in Latin American Art. Topic for 1996–97: Mesoamerican Art and Architecture
- BISC 308 (Wintersession)(C)**
Tropical Ecology
- ECON 220 (1)(B²)(MR)***
Development Economics
- ECON 320 (2)(B²)***
Seminar. Economic Development
- HIST 206 (B¹)**
Introduction to Latin American Civilization. *Not offered in 1996–97.*
- HIST 273 (B¹)(MR)**
The Past as Present in Latin America. *Not offered in 1996–97.*
- PEAC 259 (1)(B²)**
Peace and Conflict Resolution. Topic for 1996–97: Women, Citizenship and Justice: Human Rights in Latin America
- POL2 204 (1)(B²)(MR)***
Political Economy of Development and Underdevelopment
- POL2 207 (2)(B²)(MR)**
Politics of Latin America
- POL2 305 (1)(B²)(MR)***
Seminar. Military in Politics
- POL2 307 (2)(B²)(MR)***
Seminar. Women and Development
- POL3 323 (1)(B²)***
The Politics of Economic Interdependence
- POL1 337 (2)(B²)(MR)**
Seminar. The Politics of Minority Groups in the United States
- POL4 342 (1)(B²)***
Marxist Political Theory
- POL3 348 (1)(B²)***
Seminar. Problems in North-South Relations
- PSYC 347 (B²)***
Seminar. Ethnicity and Social Identity. *Not offered in 1996–97.*
- REL 218 (B¹)***
Religion in America. *Not offered in 1996–97.*
- REL 221 (1)(B¹)***
Catholic Studies
- REL 226 (B¹)(MR)***
Liberation Theology. *Not offered in 1996–97.*
- REL 229 (B¹)(MR)***
Christianity and the Third World. *Not offered in 1996–97.*
- REL 316 (B¹)***
Seminar. The Virgin Mary. *Not offered in 1996–97.*
- REL 323 (1)(B¹)***
Seminar. Theology. Focus: Models of God in Feminist Theology
- SPAN 241 (1)(2)(A)**
Oral and Written Communication
- SPAN 242 (1)(2)(A)**
Linguistic and Literary Skill
- SPAN 243 (2)(A)**
Spanish for Spanish-Speakers

SPAN 251 (A)(MR)

Freedom and Repression in Spanish-American Literature. *Not offered in 1996-97.*

SPAN 253 (A)(MR)

The Spanish-American Short Story. *Not offered in 1996-97.*

SPAN 255 (A)(MR)

Chicano Literature: From the Chronicles to the Present. *Not offered in 1996-97.*

SPAN 257 (A)(MR)

The Word and Song: Contemporary Latin American Poetry. *Not offered in 1996-97.*

SPAN 261 (2)(A)(MR)

Mexico: Literature, Art, Rebellion

SPAN 263 (A)(MR)

Latin American Literature: Fantasy and Revolution. *Not offered in 1996-97.*

SPAN 267 (A)(MR)

The Writer and Human Rights in Latin America. *Not offered in 1996-97.*

SPAN 269 (A)(MR)

Caribbean Literature and Culture

SPAN 271 (1)(A)(MR)

Intersecting Currents: Afro-Hispanic and Indigenous Writers in Twentieth-Century Latin American Literature

SPAN 305 (1)(A)(MR)

Seminar. Hispanic Literature of the United States

SPAN 311 (A)(MR)

Seminar. The Literary World of Gabriel García Márquez and the Post-Boom. *Not offered in 1996-97.*

SPAN 315 (1)(A)(MR)*

Seminar. Luis Buñuel and the Search for Freedom and Morality

SPAN 317 (A)(MR)

Seminar. The New World in Its Literature: Conquest and Counter-Conquest. *Not offered in 1996-97*

SPAN/PRESHCO

History of Spain: The Colonization of (Spanish) America

WOST 305 (2)(B¹)(MR)

Seminar. Topics in Gender, Ethnicity and Race

ALSO: Courses taken in approved programs in Mexico, Costa Rica, Ecuador, Argentina, Chile, and other Latin American sites by permission of the Directors.

Mathematics

Professor: Hirschhorn^A, Magid^A, Shuchat, Shultz^A, Sontag, Wang, Wilcox

Associate Professor: Morton (Chair)

Assistant Professor: Bode, Bu, Mast, Reinhart, Sun, Trenk

Most courses meet for two periods weekly with a third period approximately every other week.

MATH 100 (1)(C) Introduction to Mathematical Thought

Topics chosen from areas such as strategies, computers, infinite sets, knots, coloring problems, number theory, geometry, group theory. Neither 100 nor 102 may be counted toward the major; both may be elected. *Not open to students who have taken 115 or the equivalent.*

The Staff

MATH 102 (2)(C) Applications of Mathematics without Calculus

Introduction to topics such as probability and statistics, matrices and vectors, linear programming, game theory; applications in the biological and social sciences. Neither 100 nor 102 may be counted toward the major; both may be elected. *Open to all students.*

Mr. Wilcox

MATH 103 (1) Precalculus

This course is open to students who lack the necessary preparation for 115 and provides a review of algebra, trigonometry, and logarithms necessary for work in calculus. Methods of problem solving; an emphasis on development of analytic and algebraic skills. *Open by permission of the department.*

Ms. Sontag

MATH 115 (1)(2)(C) Calculus I

Introduction to differential and integral calculus for functions of one variable. The course covers differentiation and integration of algebraic, trigonometric, logarithmic and exponential functions. This course will emphasize the relationship of calculus to real-world problems.

The Staff

MATH 116 (1)(2)(C) Calculus II

Theoretical basis of limits and continuity, Mean Value Theorem, inverse trigonometric functions, further integration techniques. L'Hôpital's rule,

improper integrals. Applications to volumes. Sequences and infinite series, power series, Taylor series. *Prerequisite:* 115, [115Z] or the equivalent.

The Staff

MATH 116Z (1)(2)(C) Calculus II Via Applications

Further integration techniques, inverse trigonometric functions, improper integrals, applications of integration. Differential equations (including numerical solutions and modeling.) Mean Value Theorem, Taylor polynomials and Taylor series. This course will stress the relationship of calculus to real-world problems. *Prerequisite:* 115, [115Z] or the equivalent.

The Staff

MATH 120 (1)(C) Calculus IIA

A variant of 116 for students who have a thorough knowledge of the techniques of differentiation and integration, and familiarity with inverse trigonometric functions and the logarithmic and exponential functions. Includes a rigorous and careful treatment of limits, sequences and series, Taylor's theorem, approximations and numerical methods, Riemann sums. Improper integrals, L'Hôpital's rule, applications of integration. Open by permission of the department to students who have completed a year of high school calculus. (Students who have studied Taylor series should elect 205.) *Not open to students who have completed 115, [115Z], 116, 116Z or the equivalent.*

The Staff

MATH 205 (1)(2)(C) Intermediate Calculus

Vectors, matrices, and determinants. Polar, cylindrical, and spherical coordinates. Curves, functions of several variables, partial and directional derivatives, gradients, vector-valued functions of a vector variable, Greens Theorem. Multiple integrals. *Prerequisite:* 116, 116Z, 120, or the equivalent.

The Staff

MATH 206 (1)(2)(C) Linear Algebra

Real and complex vector spaces, subspaces, linear independence, bases, dimension, inner products. Linear transformations, matrix representations, range and null spaces, inverses, eigenvalues. Applications to differential equations and Markov processes. Emphasis on proving theorems. *Prerequisite:* 205.

The Staff

MATH 206Z(2)(C) Linear Algebra via Applications

Real and complex vector spaces, subspaces, linear independence, bases, dimension, inner products. Linear transformations, matrix representations, range and null spaces, inverses, eigenvalues. Emphasis on applications of the fundamental ideas of linear algebra to such areas as economics, demography, statistics, ecology, and physics. 206Z may be counted toward the mathematics major instead of 206, but does not satisfy the prerequisite for 302 or 305. *Prerequisite:* 205.

Mr. Shuchat

MATH 208 (2)(C) Elementary Complex Analysis

NOT OFFERED IN 1996–97. Complex numbers and the complex plane. Definitions and mapping properties of elementary complex functions. Analyticity and the Cauchy-Riemann equations. Contour integrals. Cauchy Integral Theorem and its applications. Additional topics as time permits. *Prerequisite:* 205. *A student may not take both 208 and 310 for credit. Alternate year course.*

MATH 210 (2) (C) Differential Equations

Introduction to theory and solution of ordinary differential equations, with applications to such areas as physics, ecology, and economics. Includes linear and nonlinear differential equations and equation systems, existence and uniqueness theorems, and such solution methods as power series, Laplace transform, and graphical and numerical methods. *Prerequisite:* 205.

Mr. Bu

MATH 212 (1)(C) Topics in Geometry: Differential Geometry

An introduction to the differential geometry of curves and surfaces. Topics include curvature of curves and surfaces, first and second fundamental forms, equations of Gauss and Codazzi, the fundamental theorem of surfaces, geodesics and surfaces of constant curvature. *Prerequisite:* 205 or permission of instructor.

Ms. Mast

MATH 220 (2)(C) Probability and Elementary Statistics

Topics selected from the theory of sets, discrete probability for both single and multivariate random variables, probability density for a single

continuous random variable, expectations, mean, standard deviation, and sampling from a normal population. *Prerequisite:* 116, 116Z, 120, or the equivalent. Open to first-year students by permission of the instructor.

The Staff

MATH 225 (1)(C) Combinatorics and Graph Theory

Enumeration of selections and arrangements, basic graph theory (isomorphism, coloring, trees), generating functions, recurrence relations. Methods of proof such as mathematical induction, proof by contradiction. Other possible topics: pigeonhole principle, Ramsey theory, Hamiltonian and Eulerian circuits, Polya's theorem. *Prerequisite:* 116, 116Z, 120, or the equivalent.

Ms. Trenk

MATH 249 (C) Selected Topics NOT OFFERED IN 1996-97.

MATH 250(1)(C) Topics in Applied Mathematics

Topic (A) Partial Differential Equations: A course in partial differential equations and its applications to physical and biological sciences. Includes linear and quasi-linear equations, methods for solving heat, wave and Laplace's equations, Fourier series and integrals, eigenfunction expansions, Green's functions, integral transformations, Bessel and Legendre functions, initial and/or boundary value problems, applications in physical and biological sciences. *Prerequisite:* 205. *Some knowledge of ordinary differential equations is recommended but not necessary. Note that students can enroll in both Partial Differential Equations and Mathematical Modeling.*

Mr. Bu

Topic (B) Mathematical Modeling: Introduction to modeling real-world phenomena with mathematical techniques. Review of basic methods in differential equations and probability theory. Topics covered include: growth and decay dynamical systems equilibrium, predator-prey models, validating a model, birth and death probabilistic dynamics Markov chains. *Prerequisite:* Math 210 or 220. *Note that students can enroll in both Partial Differential Equations and Mathematical Modeling.*

Mr. Reinhart

MATH 250(2)(C) Topics in Applied Mathematics: Introduction to Numerical Analysis

Introduction to numerical methods for solutions of nonlinear equations, matrix equations, approximations. Includes algorithms, mathematical theory and computer implementations. *Prerequisite:* 205.

Ms. Wang

MATH 302 (2)(C) Elements of Analysis I

Metric spaces; compact, complete, and connected spaces; continuous functions; differentiation and integration; interchange of limit operations as time permits. *Prerequisite:* 206 (not 206Z) or 225 or Non-Euclidean Geometry.

Ms. Wang

MATH 303 (C) Elements of Analysis II

NOT OFFERED IN 1996-97. Topics such as measure theory, Lebesgue integration, Fourier series, and calculus on manifolds. *Prerequisite:* 302.

MATH 305 (1)(C) Modern Algebraic Theory I

Introduction to groups, rings, integral domains, and fields. *Prerequisite:* 206 (not 206Z) or 225 or Non-Euclidean Geometry.

Mr. Morton

MATH 306 (2)(C) Modern Algebraic Theory II

Topics chosen from the theory of abstract vector spaces, Galois theory, field theory. *Prerequisite:* 305.

Ms. Bode

MATH 307 (1)(C) Topology

Introduction to point-set, algebraic, and differential topology. Topics selected from topological spaces, continuity, connectedness, compactness, product spaces, separation axioms, homotopy, the fundamental group, manifolds. *Prerequisite:* 302. *Alternate year course. Not offered in 1997-98.*

Mr. Wilcox

MATH 309 (C) Foundations of Mathematics

NOT OFFERED IN 1996-97. OFFERED IN 1997-98. An introduction to the logical foundations of modern mathematics, including set theory, cardinal and ordinal arithmetic, and the axiom of choice. *Prerequisite:* 302 or 305. *Alternate year course.*

MATH 310 (2)(C) Functions of a Complex Variable
Analytic functions

Complex-integration theory including the Cauchy-Goursat Theorem; Taylor and Laurent series; Maximum Modulus Principle; residue theory and singularities; mapping properties of analytic functions. Additional topics such as conformal mapping and Riemann surfaces as time permits. A student may not take both 208 and 310 for credit. *Prerequisite: 302. Alternate year course. Not offered in 1997–98.*

Ms. Sontag

MATH 349(2)(C) Graph Theory and its Applications

Graph Theory has origins both in recreational mathematics problems (i.e., puzzles and games) and as a tool to solve practical problems in many areas of society. This course includes topics in the theory of graphs (connectivity, trees, Eulerian and Hamiltonian paths, planarity, coloring problems, matching theory, and directed graphs) and applications to problems in optimization, engineering, computer science and the social sciences. Students will be expected to extrapolate from examples, to formulate their own conjectures, and to construct rigorous mathematical proofs. *Prerequisites: 225 and either 305 or 302.*

Ms. Trenk

MATH 350 (1)(2)(C) Research or Individual Study

Open to juniors and seniors by permission.

MATH 360 (1)(2)(C) Senior Thesis Research

By permission of department. See Directions for Election and p. 73, Honors.

MATH 370 (1)(2)(C) Senior Thesis

Prerequisite: 360.

Placement in Courses and Exemption Examinations

The Mathematics Department reviews elections of calculus students and places them in 103, 115, [115Z] 116, 116Z, 120, or 205 according to their previous courses and examination results. Students may not enroll in a course equivalent to one for which they have received high school or college credit. No special examination is necessary for placement in an advanced course. Also see the descriptions for these courses.

Students may receive course credit towards graduation through the CEEB Advanced Placement Tests in Mathematics. Students with scores of 4 or 5 on the AB Examination or 3 on the BC Examination receive one unit of credit and are eligible for 116 or 116Z. Those entering with scores of 4 or 5 on the BC Examination receive two units and are eligible for 205. Students who are well prepared in calculus may receive partial exemption from the group C distribution requirement without course credit by taking exemption examinations. Exemption examinations are offered only for 115, [115Z], 116, and 116Z.

Directions for Election

Students majoring in mathematics must complete 115 [115Z] and 116 or 116Z (or the equivalent) and at least seven units of Grade II and III courses, including 205, 206 or 206Z, 302, 305, and one other 300-level course. Majors are required to participate in the Mathematics Student Seminar. The Mathematics Student Seminar is a weekly seminar in which majors and interested students have the opportunity to make a short presentation on a topic of interest.

Students majoring in mathematics must take either 206 or 206Z. The prerequisite for both 302 and 305 is 206 (not 206Z) or 225 or 212 (when the topic is Non-Euclidean Geometry). Students expecting to major in mathematics should complete the prerequisite for 302 and 305 before the junior year.

Students expecting to do graduate work in mathematics should elect 302, 305, and at least four other Grade III courses, possibly including a graduate course at MIT. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

The mathematics minor is recommended for students whose primary interests lie elsewhere but who wish to take a substantial amount of mathematics beyond calculus. Option I (5 units) consists of: (A) 205, 206 or 206Z and (B) 302 or 305 and (C) two additional units, at least one of which must be at the 200- or 300-level. Option II (5 units) consists of: (A) 205, 206 or 206Z and (B) three additional 200- or 300-level units. A student who plans to add the mathematics minor to a major in another field should consult a faculty advisor in mathematics.

Students interested in teaching mathematics at the secondary school level should consult the Chair of the Department of Mathematics and the Chair of the Department of Education. Students interested in taking the actuarial science examinations should consult the Chair of the Department of Mathematics.

Students are encouraged to elect MIT courses that are not offered by the Wellesley College mathematics department.

The department offers the following options for earning honors in the major field: (1) completion of 302, 305, and four other Grade III courses, and two written comprehensive examinations or (2) two semesters of thesis work (360 and 370). An oral examination is required for both programs.

Medieval/Renaissance Studies

AN INTERDEPARTMENTAL MAJOR

Directors: *Park, Jacoff*

The major in Medieval/Renaissance Studies enables students to explore the richness and variety of European and Mediterranean civilization from later Greco-Roman times through the Renaissance and Reformation, as reflected in art, history, literature, music, and religion. It has a strong interdisciplinary emphasis; we encourage students to make connections between the approaches and subject matters in the different fields that make up the major. At the same time, the requirements for the major encourage special competence in at least one field.

For a Medieval/Renaissance Studies major, students must take at least eight courses from the list that follows. Of these, at least four must be above the 100-level in a single department, and two must be at the 300-level. Each year a seminar is offered which is especially designed to accommodate the needs and interests of majors. The Majors Seminars for 1996–97 are English 315/Religion 365 (1), *Images of the Other* in the European and Islamic Middle Ages, and Extradepartmental 330 (2), *Gothic Voices: Verse and Music from the Middle Ages to the Renaissance*. (For details, see the departmental entries for English, Religion, and Extradepartmental.)

Majors who are contemplating postgraduate academic or professional careers in this or related fields should consult faculty advisors to plan a sequence of courses that will provide them with a sound background in the linguistic and critical techniques essential to further work in their chosen fields. We make every effort to accommodate individual interests and needs through independent study projects (350s and senior theses) carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work.

There are numerous opportunities for study abroad for those who wish to broaden their experience and supplement their research skills through direct contact with European and Mediterranean culture. By participating in the Collegium Musicum, students can learn to perform Medieval and Renaissance music; see the departmental entry for Music.

ME/R 247 (2)(A) Arthurian Legends

A survey of legends connected with King Arthur from the sixth century through the fifteenth, with some attention to the new interpretations in the nineteenth and twentieth centuries. *Open to sophomores, juniors, and seniors; and also to first-year students by permission of the instructor.*

Ms. Lynch

ME/R 248 (A) Love in the Middle Ages

NOT OFFERED IN 1996-97. In the twelfth century, love, both secular and sacred, became an obsessive subject for poets and writers. This course is an introduction to representative medieval discourses of desire. Exploration of the variety of ideas on love seen in texts including troubadour poetry written by both men and women, romances such as Beroul's *Tristan*, St. Bernard's sermons on the Song of Songs, the letters of Eloise and Abelard, lyrics of Rumi and Abraham Ibn Ezra, and Dante's *Vita Nuova*. Attention to the social and cultural contexts of these works and, especially, to the dialectical relation between sacred and profane conceptions of love within and among them. *Open to all students.*

Ms. Jacoff

ME/R 249 (1)(A) Imagining the Afterlife

An exploration of medieval visions and versions of the afterlife in the classical, Christian, and Jewish traditions. Material from popular visions, literary texts, and the visual arts. Focus on the implications of ideas about life after death for understanding medieval attitudes toward the body, morality, and life itself. *Open to all students except those who have taken 332, with preference given to Medieval/Renaissance majors.*

Ms. Jacoff

ME/R 350 (1)(2) Research or Individual Study

Open by permission to juniors and seniors.

ME/R 360 (1)(2) Senior Thesis Research

By permission of the program in Medieval/Renaissance Studies. See p. 73, Honors.

ME/R 370 (1)(2) Senior thesis

Prerequisite: 360.

Courses that count toward the major:

ARTH 100 (1)(A)

Introduction to the History of Art: Ancient and Medieval Art

ARTH 100 /WRIT 125 (1)(A)

Introduction to the History of Art: Ancient and Medieval Art/Writing 125

ARTH 202 (A)

Medieval Representational Arts. *Not offered in 1996-97. Offered in 1997-98.*

ARTH 203 (2)(A)

Cathedrals and Castles of the High Middle Ages

ARTH 222 (1)(A)

Art, Science, and Nature in the Early Modern Era

ARTH 229 (1)(A)

Renaissance and Baroque Architecture

ARTH 243 (A)

Roman Art. *Not offered in 1996-97. Offered in 1997-98.*

ARTH 247 (1)(A)(MR)

Islamic Architecture and Related Arts, 1250-1700

ARTH 250 (A)

The Beautiful Book: Medieval and Renaissance Book Illumination in France and Italy. *Not offered in 1996-97.*

ARTH 251 (1)(A)

Italian Art, 1400-1520

ARTH 304 (1)(A)

Seminar. Italian Renaissance Sculpture. Topic for 1996-97: Donatello and Michelangelo

ARTH 311 (A)

Northern European Painting and Printmaking. *Not offered in 1996-97.*

ARTH 330 (A)

Seminar. Renaissance Art in Venice and Northern Italy. *Not offered in 1996-97. Offered in 1997-98.*

ARTH 331 (A)

Seminar. The Art of Northern Europe. *Not offered in 1996-97. Offered in 1997-98.*

ARTH 332 (A)

Seminar. Medieval Art. *Not offered in 1996-97.*

ENG 112 (1)(A)

Introduction to Shakespeare

- ENG 211 (A)
Medieval Literature. *Not offered in 1996-97.*
- ENG 213 (1)(A)
Chaucer
- ENG 216 (A)
English Survey. *Not offered in 1996-97.*
- ENG 222 (A)
Renaissance Literature. *Not offered in 1996-97.*
- ENG 223 (1)(A)
Shakespeare Part I: The Elizabethan Period
- ENG 224 (2)(A)
Shakespeare Part II: The Jacobean Period
- ENG 227 (1)(A)
Milton
- ENG 315 (1)(A)
Advanced Studies in Medieval Literature. Topic for 1996-97: Images of the Other in European and Islamic Middle Ages. (*Same as Religion 365.*)
- ENG 324 (1)(A)
Advanced Studies in Shakespeare
- ENG 325 (A)
Advanced Studies in Sixteenth- and Seventeenth-Century Literature. *Not offered in 1996-97.*
- EXTD 330 (2)(A)
Seminar. Comparative Literature. Topic for 1996-97: Gothic Voices: Verse and Music from the Middle Ages to the Renaissance.
- FREN 209 (A)
French Literature and Culture through the Centuries I: From the Renaissance to the Seventeenth Century. *Not offered in 1996-97.*
- FREN 301 (A)
Forms, Reforms and Revolutions: the Middle Ages and Renaissance. *Not offered in 1996-97.*
- HIST 100 (1)(B¹)
Introduction to Western Civilization
- HIST 217 (B¹)
The Making of European Jewry, 1085-1815. *Not offered in 1996-97.*
- HIST 219 (B¹)(MR)
The Jews of Spain and the Lands of Islam. *Not offered in 1996-97. Offered in 1997-98.*
- HIST 224 (1)(B¹)
The Healing Arts: Medicine and Society in Medieval and Renaissance Europe
- HIST 229/329 (B¹)
Alexander the Great: Psychopath or Philosopher King? *Not offered in 1996-97.*
- HIST 230 (B¹)
Greek History from the Bronze Age to the Death of Philip II of Macedon. *Not offered in 1996-97.*
- HIST 231 (B¹)
History of Rome. *Not offered in 1996-97.*
- HIST 232 (2)(B¹)
The Making of the Middle Ages, 500-1200
- HIST 233 (1)(B¹)
Renaissance Italy
- HIST 234 (B¹)
The Later Middle Ages, 1200-1500. *Not offered in 1996-97.*
- HIST 235 (2)(B¹)
Utopia: Culture and Community in Medieval and Renaissance Europe
- HIST 238 (B¹)
Invasion and Integration: British History, 400-1300. *Not offered in 1996-97.*
- HIST 239 (2) (B¹)
From Empire to Empire: British History, 1200-1600
- HIST 246 (B¹)
Medieval and Imperial Russia. *Not offered in 1996-97.*
- HIST 330 (1)(B¹)
Seminar. Medieval Europe. Topic for 1996-97: The History of History
- HIST 333 (2)(B¹)
Seminar. Renaissance Florence
- HIST 348 (B¹)
Seminar. History of Medicine. *Not offered in 1996-97. Offered in 1997-98.*
- ITAL 263 (1)(A)
Dante (in English)
- ITAL 265 (A)
Literature of the Italian Renaissance (in English). *Not offered in 1996-97.*
- MUS 200 (1)(A)
History of Western Music I
- PHIL 319 (B¹)
Medieval Philosophy. *Not offered in 1996-97.*
- POL4 240 (1)(B²)
Classical and Medieval Political Theory

REL 160 (2)(B¹)(MR)

Introduction to Islamic Civilization

REL 215 (B¹)

Christian Classics. *Not offered in 1996–97.*

Next offered in 1998–99.

REL 216 (2)(B¹)

Christian Thought, 100–1600

REL 225 (B¹)

Women in Christianity. *Not offered in*

1996–97. Offered in 1997–98.

REL 262 (B¹)(MR)

The Formation of the Islamic Religious

Tradition. *Not offered in 1996–97.*

REL 316 (B¹)

Seminar. The Virgin Mary. *Not offered in*

1996–97. Offered in 1997–98.

REL 362 (B¹)(MR)

Seminar. Religion and the State in Islam. *Not*

offered in 1996–97. Next offered in 1998–99.

REL 365 (1)(B¹)(MR)

Seminar. Topic for 1996–97: Images of the

Other in the European and Islamic Middle

Ages. (Same as English 315.)

SPAN 252 (A)(MR)

Christians, Jews, and Moors: The Spirit of

Spain in its Literature. *Not offered in 1996–97.*

SPAN 300 (A)

Honor, Monarchy and Religion in the Golden

Age Drama. *Not offered in 1996–97.*

SPAN 302 (1)(A)

Cervantes

SPAN 318 (A)

Seminar. Love and Desire in Spain's Early

Literature. *Not offered in 1996–97.*

Music

Professor: Zallman (Chair¹), Brody (Chair²)

Associate Professor: Fisk, Fleurant

Assistant Professor: Fontijn, Panetta

Instructor: Yun

Chamber Music Society: Cirillo (Director),

Plaster (Assistant Director), Stumpf

Collegium Musicum: Fontijn

Wellesley College Choirs: Wyner

Wellesley College Orchestra: Suben

Instructor in Performing Music:

Piano: Fisk, Shapiro, Alderman, Barringer (jazz

piano and keyboard improvisation), Urban

(keyboard skills)

Voice: O'Donnell, Hewitt-Didham

Violin: Cirillo

Baroque Violin: Stepner

Viola: Gazouleas

Violoncello: Moerschel^A, Wu

Double Bass: Henry

Flute: Krueger, Preble

Jazz Flute: Marvaglio

Oboe: Gore

Clarinet: Matasy

Bassoon: Plaster

Horn: Gainsforth

Marimba: Zeltsman

Percussion: Jorgensen

Trumpet: Hall

Trombone: Couture

Tuba: Carriker

Organ: Christie

Harp: Rupert

Guitar and Lute: Collver-Jacobson

Saxophone: Matasy

Jazz Saxophone: Miller

Harpsichord and Continuo: Cleverdon

Viola da Gamba: Jeppesen

Recorder: Stillman

Performance Workshop: Stumpf

MUS 99 (1–2) Performing Music Noncredit

One half-hour private lesson per week. Students may register for 45-minute or hour lessons for an additional fee. For further information, including fees, see Performing Music: Private Instruction. See also Music 199, 299, and 344. A basic skills test is mandatory for all students wishing to enroll in Music 99. For those who do not pass this test, a corequisite to Music 99 is Music 111.

The Staff

MUS 100 (1)(A) Music in Context

A listener's introduction to western music, within its cultural and historical contexts. The course will survey prominent forms and styles, beginning with the liturgical and vernacular repertoires of the Middle Ages and extending to music composed within the past year. A fundamental goal of Music 100 is that students learn to listen to music critically: to perceive and interpret formal design, stylistic character, and expressive content in works of many genres. No previous musical training or background is assumed. Three class meetings. *Open to all students.*

Mr. Panetta

MUS 105 (2)(A)(MR) Introduction to World Music

A survey of non-western music cultures and non-traditional fields, providing a foundation in the methodology and materials of modern ethnomusicology. *Open to all students.*

Mr. Fleurant

MUS 111 (1)(A) Tuning the Ear, Mind and Body

According to Socrates, for one to experience and express wholeness, tones are needed, and song. In order to deepen our understanding of and develop a fluency in musical language, this introductory course will include a study of notation, scale and chord construction, rhythm and meter, and analysis of melodic and harmonic elements. Emphasis will be placed on developing basic musicianship through singing, keyboard work and movement. A weekly class based on the Dalcroze approach will integrate theoretical knowledge on a kinesthetic level. Students will have the opportunity to apply and enrich their experience through creative projects. Three class meetings. *Open to all students.*

Ms. Yun, Ms. Shapiro

MUS 122 (1)(2)(A) Pitch Structure in Tonal Music

A thorough grounding in species counterpoint and tonal cadence structures. Also includes a rigorous review of musical materials and terminology, accompanied by regular ear training practice with scales, intervals, chords, and melodic and rhythmic dictation. Normally followed by 244. Three class meetings. *Open to all students who have completed or exempted Music 111.*

Ms. Zallman

MUS 199 (1–2) Performing Music—Intermediate

One 45-minute lesson per week. A minimum of six hours of practice per week is expected. Music 199 may be repeated, ordinarily for a maximum of four semesters. One credit is given for a year of study, which must begin in the first semester. Not to be counted toward the major in music. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also Music 99, 299, and 344. *A basic skills test is mandatory for all students wishing to audition for 199.*

Open by audition to students who are taking, have taken, or have exempted Music 122. Completion of an additional music course is required before credit is given for a second year of 199. Music 122 must normally be completed during the first semester of 199.

Audition requirements vary, depending on the instrument. The piano requirements are described here to give a general indication of the expected standards for all instruments: all major and minor scales and arpeggios, a Bach two-part invention or movement from one of the French Suites, a movement from a Classical sonata, and a composition from either the Romantic or Modern period. *No credit will be given unless both semesters are completed satisfactorily.*

The Staff

MUS 200 (1)(A) History of Western Music I

The first part of a comprehensive survey of Western music history, 200(1) covers the Medieval, Renaissance, and Baroque (to 1750). This survey is completed by 201 (2) in the second semester. The course identifies the elements and evolution of musical forms and styles, and includes discussions of gender, the intersection between popular and art music, the influence of patronage and politics on artistic creation, and the formation of the canon. It emphasizes the development of analytical skills and the ability to devise and support interpretive hypotheses in written essays. *Prerequisite: 244.*

Ms. Fontijn

MUS 201 (2)(A) History of Western Music II

A completion of the survey of Western music history begun in 200, 201 examines the Classical and Romantic periods, concluding with the music of this century. The course identifies the elements and evolution of musical forms and styles, and includes discussions of gender, the intersection between popular and art music, the

influence of patronage and politics on artistic creation, and the formation of the canon. It emphasizes the development of analytical skills and the ability to devise and support interpretive hypotheses in written essays. *Prerequisite:* 244.

Ms. Fontijn

MUS 209 (1)(A)(MR) A History of Jazz

An introduction to jazz, one of the great expressions of American genius in this century. Jazz drew from several vibrant streams of American musical art (including ragtime and blues idioms), and its different stylistic phases have corresponded closely to significant developments in this nation's social history; knowledge of jazz is thus highly relevant to an understanding of twentieth-century American culture. Assigned listenings will trace the progression of jazz history from African roots to recent developments, while readings from source documents and contemporary accounts will offer perspective on the cultural role of jazz and the position of the jazz musician in society. Two lectures, supplemented by live performances and by weekly screenings and discussions of historical films. *Open to all students.*

Mr. Panetta

MUS 213 (2)(A) Twentieth-Century Techniques

Studies in the language and style of the concert music of our century, through analysis of smaller representative compositions of major composers. Short exercises in composition will be designed to familiarize students with the concepts of musical coherence that inform the works of these composers. *Open to students who have taken or exempted Music 122. Students who can read music fluently are also invited with permission of the instructor.*

Ms. Zallman

MUS 225/325 (1)(A)(MR) Topics in Ethnomusicology: Africa & The Caribbean

The course will focus on the traditional, folk and popular musics of Africa and the Caribbean. Emphasis will be put on issues of Africanisms and marginal retentions in the musics of Brazil, Cuba and Haiti, the three major countries in the Americas known for their Africanisms. The musics of Candomble, Santeria, and Vodun, and as well as the samba, rumba and meringue, the national musics of the three New World countries under consideration will be discussed in terms of their respective influence on the modern musics of Africa. Finally, the musical "round trip" between Africa and the Caribbean whereby

the genre such as the rumba spawned new forms like the juju of Nigeria, the soukous of Zaire and the highlife of Ghana will be also discussed in the course. *Prerequisite:* 100, 111, 122 or by permission of the instructor. In addition, for 325, 200 is required.

Mr. Fleurant

MUS 235/335 (A) Music in Historical/Critical Context

NOT OFFERED IN 1996-97. OFFERED IN 1997-98.

MUS 244 (2)(A) Harmony

A continuation of 122. Written exercises in four-part and keyboard-style harmony, accompanied by a keyboard lab with practice in figured bass and playing basic harmonic progressions. Range of study will include harmonic functionality, techniques of expansion, and melodic ornamentation, with practice in fundamental techniques of analysis. Three class meetings and one 60-minute laboratory. *Prerequisite:* 122.

Mr. Brody

MUS 249 (2)(A) Musical Scholarship, Musical Thought, and Performance

An exploration of some of the ways that historical, analytical, and critical study of music can contribute to its performance. The course will undertake several historical and analytic "case studies," each of a piece from a different historical period and for a different combination of performers. In each case, we will attempt to reach an understanding of historical and musical forces that motivate the particular shape and character of the music, and will investigate how such understanding can in turn motivate the ways performers bring shape and character to their performances. Strongly recommended for students in 199 and, especially, 299. *Prerequisite:* 122. *Co-requisite:* 244, or by permission of the instructor.

Mr. Fisk

MUS 275 Computer Music: Synthesis Techniques and Compositional Practice

NOT OFFERED IN 1996-97. A Wellesley-Brandeis exchange course. Students attend classes at Brandeis and pursue practical application and projects under faculty supervision in Wellesley's electronic music laboratory. *Prerequisite:* 122.

MUS 299 (12) Performing Music—Advanced

One hour private lesson per week. A minimum of ten hours of practice per week is expected. Music 299 may be repeated without limit. One credit is given for a year of study. Not to be counted toward the major in music. For further information, including fees, see Performing Music and Performance Workshop: Private Instruction and Academic Credit. See also Music 99, 199, and 344.

Students who have taken or exempted Music 122 and have completed at least one year of Music 199 are eligible for promotion to 299. One 200 or 300 level music course must be completed for each unit of credit granted for Music 299. (A music course used to fulfill the requirement for Music 199 may not be counted for 299.)

A student eligible for Music 299 is expected to demonstrate accomplishment distinctly beyond that of the Music 199 student. Students are recommended for promotion by their instructor and must have received a grade not lower than a B+ on their final 199 jury examination. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: 199.*

The Staff

MUS 300 (1-A,B)(2-C,D)(A) Major Seminar: Studies in History, Theory, Analysis, Special Topics

Offered in both semesters with two topics studied each semester. One credit will be given for the successful completion of any two of the four topics; it is therefore possible to take one-half unit in each semester. *Prerequisites: 200, 244 or 302.*

Topic A: Contemporary American Opera

During the last quarter century, opera has again become an important locus of musical, theatrical, and aesthetic innovation. Creation and production of opera has flourished; new works by a wide variety of composers have appeared. In this course we will analyze several recent American operas (including works of John Adams, Philip Glass, and John Harbison) in depth. We will focus not only on formal musical dimensions, but also broader and concomitant artistic considerations: text, narrative and musical form; opera as a medium of post-modern aesthetics; and historical, literary, and mythic sources. In addition to analytical paper assignments, students will be expected to perform or compose brief musical examples.

Mr. Brody

Topic B: Music by “F. Mendelssohn”—Fanny and Felix’s Intertwined Careers

As their compositions and correspondence reveal, Fanny Mendelssohn (1805–47) and Felix Mendelssohn (1809–47) experienced a profound musical relationship throughout their lives. Although the siblings received identical musical training, their ensuing careers diverged widely. Through a study of genres in which both sister and brother composed—instrumental (piano, chamber, and orchestral music) and vocal (Lieder, cantatas, oratorios)—as well as accompanying critical material, this seminar explores the gender, race, and class factors bringing about the obscurity of one composer and the renown of the other. Students in the course will give presentations, perform informally, and write a research paper.

Ms. Fontijn

Topic C: *Schubert after Winterreise*

This course investigates the relationship between the songs of *Winterreise* and the instrumental music of Schubert’s final year, including the Piano Trio in Eb, the String Quintet, the Impromptus and the last Piano Sonatas. It explores the hypothesis that Schubert needed to come to terms in this music with *Winterreise*, to entrust to himself the role the wanderer asks the old beggar to fulfill in “Der Leiermann,” the final song of the cycle. It also proposes the thesis that possibly in response to this role, Schubert also returned in some of these late pieces to his much earlier song, “Der Wanderer,” whose protagonist shares with the *Winterreise*’s wanderer, and probably with Schubert himself, a self-identification as a ‘Fremdling’, a stranger or outsider. Some of these pieces can be heard as seeking a way home for such a protagonist.

Mr. Fisk

Topic D: The Great Fugues and Die Grosse Fuge Repertory to be reviewed will comprise some of the great fugal masterpieces from the solo, ensemble and choral literature and include a thorough analysis of Beethoven’s Grosse Fuge op. 133. The course will include the study of the formal structure of the fugue, its terminology and devices.

Ms. Zallman

MUS 308 Choral and Orchestral Conducting

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. Techniques of score preparation, score reading, rehearsal methods, and baton techniques. The development of aural and interpretive conceptual skills through class lectures and rehearsals, demonstrations of instruments, indi-

vidual tutorials, and projects designed according to the student's development and interest. *Prerequisite: 200, 315 (which may be taken concurrently), or by permission of the instructor.*

TBA

MUS 313 (2)(A) Twentieth-Century Analysis and Composition

A study of compositional devices of 20th-century music through the analysis of selected short examples from the literature. Students will attend Music 213 classes and will focus on the composition of complete pieces in addition to regular class assignments.

Ms. Zallman

MUS 314 (A) Tonal Composition

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. A study of tonal forms—the minuet, extended song forms, and the sonata—through the composition of such pieces within the style of their traditional models. Offered in alternation with 313. *Prerequisite: 302 or 244.*

MUS 315 (1)(A) Advanced Harmony

Written exercises and analysis focusing on prolongational techniques, chromaticism, structural functions of harmony and the interaction of harmony and rhythm. *Prerequisite: 244.*

Mr. Brody

MUS 333 Topics in the Literature of Music

NOT OFFERED IN 1996–97. OFFERED IN 1997–98.

MUS 344 (1)(2)(A) Performing Music—A Special Program

Intensive study of interpretation and of advanced technical performance problems in the literature. One hour lesson per week plus a required performance workshop. One to four units may be counted toward the degree, provided at least two units in the literature of music other than Music 200–201, a prerequisite for 344, are completed. One of these units must be Grade III work, the other either Grade III or Grade II work which counts toward the major. Music 344 should ordinarily follow or be concurrent with such courses in the literature of music; not more than one unit of 344 may be elected in advance of election of these courses. Only one unit of 344 may be elected per semester. Permission to elect the first unit of 344 is granted only after the student has successfully auditioned for the department faculty upon the written recommendation of the

instructor in performing music. This audition ordinarily takes place in the second semester of the sophomore or junior year. Permission to elect subsequent units is granted only to a student whose progress in 344 is judged excellent. Note that the only credit course in performance that can count toward the music major is Music 344.

The Staff

MUS 350 (1)(2)(A) Research or Individual Study

Directed study in analysis, composition, orchestration, or the history of music. Open to qualified juniors and seniors by permission.

MUS 360 (1)(2)(A) Senior Thesis Research

By permission of department. See Directions for Election and p. 73, Honors.

MUS 370 (1)(2)(A) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

AFR 209

Culture, Music and Society in Africa

AFR 210

Folk and Ritual Music of the Caribbean. *Not offered in 1996–97.*

GER 253 (1)(A)

Music and Literature: The German Tradition

Directions for Election of Major

The music major is a 10 unit program. The normal sequence of courses for the major is: 122, 244 (theory and harmony); 200–201; one of the following: 313, 314 (composition), 315 (advanced harmony); a total of two semesters of 300 (a Major Seminar offered in four modular units per year with changing topics in the areas of history, theory, analysis, plus one special topic module). Also required are three additional elected units comprising 200 and 300 level work.

Directions for Election of Minor

A minor in music, a 5 unit program, consists of: 122, 244; 200–201 or one of these plus another history or literature course, and one additional 300 level course.

The Major Seminar is open both to minors and other students with appropriate prerequisites.

Students who plan to undertake graduate study in music should be aware that a knowledge of both German and French is essential for many kinds of work at that level, and a proficiency in Italian is highly desirable. Also of value are studies in European history, literature, and art.

Music majors are especially urged to develop their musicianship—through the acquisition of basic keyboard skills, through private instruction in practical music, and through involvement in the Music Department's various performing organizations.

Group instruction in basic keyboard skills, including keyboard harmony, sight reading and score reading, is provided to all students enrolled in any music course (including Music 100 with the instructor's permission and if space is available) and to Music 99 students with the written recommendation of their studio instructor. Ensemble sight reading on a more advanced level is also available for advanced pianists.

The department offers a choice of three programs for Honors, all entitled 360/370. Under Program I (two units of credit) the honors candidate performs independent research leading to a thesis and an oral examination. Under Program II, honors in composition, one unit is elected per semester in the senior year, these units culminating in a composition of substance and an oral examination on the honors work. Prerequisite for this program: 315 and distinguished work in 313 and/or 314. Program III, honors in performance, involves the election of one unit per semester in the senior year culminating in a recital, a lecture demonstration, and an essay on some aspect of performance. Participation in the Performance Workshops is mandatory for students who are concentrating in this area. Prerequisite for Program III: Music 344 (normally two units) in the junior year, and evidence that year, through public performance, of exceptional talent and accomplishment.

Performing Music

Instrument Collection

The Music Department owns 38 pianos (which include 27 Steinway grands, 2 Mason and Hamlin grands, and 5 Steinway uprights), a Fisk practice organ, a harp, a marimba, and a wide assortment of modern orchestral instruments.

In addition, an unusually fine collection of early instruments, largely reproductions, is available for use by students. These include a clavichord, virginal, two harpsichords, a positive organ, fortepiano, and 2 Clementi pianos; a lute, 8 violas da gamba, and an 18th-century Venetian viola; a sackbut, krummhorn, shawms, recorders, a renaissance flute, 2 baroque flutes, and a baroque oboe.

Of particular interest is the new Fisk organ in Houghton Chapel, America's first 17th-century German style organ. The chapel also houses a large, three-manual Aeolian-Skinner pipe organ, and Galen Stone Tower contains a 30-bell carillon.

Performance Workshop

The performance workshop is directed by a member of the performing music faculty, and gives students an opportunity to perform in an informal situation before fellow students and faculty, to discuss the music itself, and to receive helpful comments. Required for 344 students and for 370 students in Program III, the workshop is open to Wellesley students who study performing music at Wellesley and elsewhere, on the recommendation of their instructor.

Private Instruction

The Music Department offers private instruction in voice, piano, fortepiano, organ, harpsichord, harp, violin, viola, cello, double bass, viola da gamba, flute (baroque and modern), oboe, clarinet, bassoon, trumpet, French horn, trombone, tuba, recorder, lute, classical guitar, saxophone, jazz piano, and percussion.

Information concerning auditions and course requirements for noncredit and credit study is given above under listings for Music 99, 199, 299, and 344. Except for Music 344, auditions and the basic skills and exemption tests are ordinarily given at the start of the first semester only.

There is no charge for performing music to students enrolled in Music 344, nor to Music 199 or 299 students who are receiving financial assistance. All other Music 199 and 299 students are charged \$616, the rate for one half-hour lesson per week throughout the year; the Music Department pays for their additional time. Students who contract for performing music instruction under

Music 99 are charged \$616 for one half-hour lesson per week throughout the year, and may register for 45-minute or hour lessons for an additional fee. A fee of \$35 per year is charged to performing music students for the use of a practice studio. The fee for the use of a practice studio for harpsichord and organ is \$45. Performing music fees are payable early in the fall semester and *are not refundable*. Lessons in performing music begin in the first week of each semester.

For purposes of placement, a basic skills placement examination is given *before* classes start in the fall semester. *All students registered for 111, 122, or private instruction (Music 99–199) are required to take the examination.*

Arrangements for lessons are made at the Music Department office during the first week of the semester. Students may begin private study in Music 99 (but not Music 199 or 299) at the start of the second semester, if space permits.

Academic Credit and Corequisites for Music 199 and 299

Credit for performing music is granted only for study with our own performance faculty, not with an outside instructor; the final decision for acceptance is based on the student's audition. One unit of credit is granted for a full year (two semesters) of study in either Music 199 or 299; i.e., both semesters must be satisfactorily completed before credit can be counted toward the degree. Of the 32 units for graduation, a maximum of four units of performing music may be counted toward the degree. More than one course in performing music for credit can be taken simultaneously only by special permission of the Department. *Music 122 must be taken along with the first semester of lessons for credit.* An additional music course must be elected for each unit of credit after the first year.

The Music Department's 199 and 299 offerings are made possible by the Estate of Elsa Graefe Whitney '18.

Group Instruction

Group instruction in classical guitar, percussion, viol consort, renaissance winds, and recorder is available for a fee of \$100 per semester.

Performing Organizations

The following organizations are a vital extension of the academic program of the Wellesley Music Department.

The Wellesley College Choir

The Wellesley College Choir consists of approximately 60 singers devoted to the performance of choral music from the Baroque period through the twentieth century. Endowed funds provide for

joint concerts with men's choral groups and orchestra. The choir gives concerts on and off campus and tours nationally and internationally during the academic year. Auditions are held during orientation week.

The Wellesley College Glee Club

The Glee Club, founded in the fall of 1989, consists of about 70 members whose repertoire includes a wide range of choral literature. In addition to local concerts on and off campus, the Glee Club provides music at various chapel services and collaborates with the College Choir at the annual Vespers service. Auditions are held each semester during orientation week.

The Wellesley College Chamber Singers

The Chamber Singers, founded in the fall of 1988, is a vocal chamber ensemble of 12 to 16 women from the College Choir's finest singers. The group specializes in music for women's voices and women's voices with instruments and gives concerts in conjunction with other college music organizations during the academic year. Their highly acclaimed performances of new music have resulted in invitations to perform at several area music festivals.

The Collegium Musicum

The Collegium Musicum, directed by a faculty member and several assistants, specializes in the performance of early vocal and instrumental music. Members of the Collegium enjoy the use of an unusually fine collection of historical instruments. Separate consort instruction is available in viola da gamba, renaissance winds, and recorder for both beginning and advanced players for a fee of \$100 per semester. Members of such groups are encouraged to take private instruction as well. See under Performing Music: Instrument Collection.

The Chamber Music Society

The Chamber Music Society, supervised by a faculty member and assistants, presents three concerts each year, and a number of diverse, informal programs involving chamber ensembles of many different kinds.

The Wellesley College Orchestra

The Wellesley College Orchestra is a student governed organization with a faculty director and a student assistant conductor chosen by audition. It is a small symphonic orchestra with a membership of approximately 35 musicians and is open to all members of the college community. Auditions for membership take place in both the Fall and Spring semesters. The repertoire includes works from all periods with opportunities for featured and solo performers.

Jazz Workshop

Faculty directed sessions are scheduled throughout the year, giving students an opportunity to gain experience in ensemble playing with each other and with professional guest players.

Prism Jazz

Prism Jazz is a faculty-directed jazz ensemble of 9–13 students which plays a wide repertoire of jazz and latin jazz music. The ensemble performs in many campus locations throughout the year and gives joint concerts with other area colleges.

Previous jazz experience is not required; rehearsals are Thursdays and alternate Mondays from 7 to 9 p.m.

Yanvalou

Yanvalou, a faculty-directed ensemble that performs the traditional music of Africa and the Caribbean, provides students an opportunity to practice on authentic instruments, and to experience the culture of Africa through its music. In collaboration with the Harambee dancers, Yanvalou performs several concerts throughout the academic year.

The MIT Symphony Orchestra

Through the Wellesley-MIT Cross-Registration program, students on the Wellesley campus are eligible to audition for membership in the MIT Symphony Orchestra. Wellesley members of the orchestra have often held solo positions.

Peace and Justice Studies

AN INDIVIDUAL MAJOR

Directors: *Merry, Kazanjian*

Wellesley College offers an active program designed to acquaint students with current issues and events essential to the maintenance of peace and justice. A major in Peace and Justice Studies may be designed according to the provision of the Individual Major option. See p. 60. In addition to lectures, workshops, symposia, and internships, the College offers one course which is specifically sponsored by the Peace and Justice Studies Program:

PEAC 259 (1)(B²) Peace and Conflict Resolution

Topic for 1996–97: Women, Citizenship and Justice: Human Rights in Latin America. Human rights occupies a central place in the contemporary struggle for social justice in the public arena and in the family. This course will explore the way in which Latin American women, during the military dictatorships of the 1970s, redefined the concept of gender, justice, and citizenship. Particular emphasis will be placed on the construction of women's social movements, non-violent action, and the co-existence of human rights and redemocratization in the 1990s. The course will draw from materials in anthropology, history, political science, and literature. *Open to all students.*

Ms. Agosin

PEAC 350 (1)(2) Research or Individual Study

Open by permission to juniors and seniors.

PEAC 360 (1)(2) Senior Thesis Research

By permission of department. See p. 73, Honors.

PEAC 370 (1)(2) Senior Thesis

Prerequisite: 360.

In addition to 259, the offerings listed below are representative of other courses in the College which emphasize topics related to peace and conflict resolution.

AFR 205 (B²)(MR)

The Politics of Race Domination in South Africa. *Not offered in 1996–97.*

ANTH 210 (B²)(MR)
Racism, Ethnic Conflict in the United States
and the Third World. *Not offered in 1996–97.*

ANTH 212 (B²)(MR)
The Anthropology of Law and Justice. *Not
offered in 1996–97.*

ANTH 234 (1)(B²)(MR)
Urban Poverty

ANTH 244 (B²)(MR)
Societies and Cultures of the Middle East. *Not
offered in 1996–97.*

ANTH 319 (B²)(MR)
Nationalism, Politics, and the Use of the
Remote Past. *Not offered in 1996–97.*

ANTH 346 (1)(B²)(MR)
Colonialism, Development and Nationalism:
The Nation State and Traditional Societies

HIST 103 (1)(B¹)(MR)
History in Global Perspective: Cultures in
Contact and Conflict

HIST 240 (B¹)
The World at War: 1937–1945. *Not offered in
1996–97.*

HIST 263 (B¹)(MR)
South Africa in Historical Perspective. *Not
offered in 1996–97.*

HIST 276 (B¹)(MR)
China in Revolution. *Not offered in 1996–97.*

HIST 295 (2)(B¹)
Strategy and Diplomacy of the Great Powers
since 1789

HIST 338 (1)(B¹)
Seminar. European Resistance Movements in
World War II

POL2 207 (2)(B²)(MR)
Politics of Latin America

POL2 211 (B²)(MR)
Politics of South Asia. *Not offered in 1996–97.*

POL3 221 (1)(2)(B²)
World Politics

POL3 224 (2)(B²)
International Security

POL2 301 (B²)
Seminar. Transitions to Democracy. *Not offered
in 1996–97.*

POL2 305 (2)(B²)
Seminar. The Military in Politics

POL2 306 (2)(B²)
Seminar. Revolutions in the Modern World

POL2 307 (1)(B²)(MR)
Seminar. Women and Development

POL2 308 (B²)
Environmental Politics in Industrialized
Societies

POL3 323 (1)(B²)
The Politics of Economic Interdependence

POL3 327 (2)(B²)
International Organization

POL3 328 (1)(B²)
After the Cold War

POL2 330 (B²)
Seminar. Negotiation and Bargaining. *Not
offered in 1996–97.*

POL3 332 (2)(B²)
Seminar. People, Agriculture and the
Environment

POL3 348 (1)(B²)
Seminar. Problems in North-South Relations

REL 226 (B¹)(MR)
Liberation Theology. *Not offered in 1996–97.*

REL 230 (B¹)
Ethics. *Not offered in 1996–97.*

REL 257 (2)(B¹)
Contemplation and Action

SOC 224 (B²)
Social Movements, Democracy, and the State.
Not offered in 1996–97.

SOC 338 (2)(B²)
Seminar. Topics in Deviance, Law and Social
Control. *Not offered in 1996–97.*

SPAN 267 (A)(MR)
The Writer and Human Rights in Latin
America

WOST 330 (B¹)(MR)
Seminar. Twentieth-Century Feminist
Movements in the First and Third World

Philosophy

Professor: Chaplin^A, Congleton (Chair), Elgin, Menkiti, Piper, Putnam, Stadler^{A2}, Winkler

Associate Professor: McIntyre^{A2}

Assistant Professor: Galloway^{A1}

PHIL 103 (1)(2)(B¹) Self and World:

Introduction to Metaphysics and Epistemology

This course introduces basic philosophical methods and concepts by exploring a variety of approaches to some central philosophical problems. Topics covered include the existence of God, skepticism and certainty, the relation between mind and body, the compatibility of free will and causal determination, the nature of personal identity, and the notion of objectivity in science and ethics. Readings are drawn from historical and contemporary texts. Discussions and assignments encourage the development of the students' own critical perspective on the problems discussed. *Open to all students.*

Ms. McIntyre (1), Ms. Elgin (2)

PHIL 106 (1)(2)(B¹) Introduction to Moral Philosophy

A study of the central issues in moral philosophy from Plato to the present day. Topics include the nature of morality, conceptions of justice, views of human nature and their bearing on questions of value, competing tests of right and wrong. Discussion of contemporary moral problems. Readings in several major figures in the history of moral philosophy. *Open to all students.*

Mrs. Stadler (1), Ms. Piper (2)

PHIL 201 (1)(B¹) Ancient Greek Philosophy

A study of ancient Greek philosophy primarily through study of the dialogues of Plato and the treatises of Aristotle. Emphasis will be on questions of human knowledge, ethics, and politics. Not open to students who have taken 101.

Ms. Congleton

PHIL 202 (2)(B¹)(MR) African Philosophy

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and

economic institutions. The approach will be comparative. *Open to seniors, juniors, and sophomores. Not open to first year students.*

Mr. Menkiti

PHIL 203 (1)(B¹) Philosophy of Art

An examination of some major theories of art and art criticism. Emphasis on the clarification of such key concepts as style, meaning, and truth, and on the nature of judgments and arguments about artistic beauty and excellence. *Open to first-year students who have taken one unit in Philosophy, and to sophomores, juniors, and seniors without prerequisite.*

Mrs. Stadler

PHIL 204 (2)(B¹) Philosophy and Literature

This course examines the question: what sort of object is the literary text and what are the ontological issues raised by acts of literary interpretation? It also examines the complex relationship between fiction and fact, and between fiction and morality. The treatment of commitment to self and others, of self-knowledge and self-identity, and of individual and social ideals, will also be explored. We end the course by looking at poetry—how it *means* despite a built-in element of opacity of reference and how it succeeds not only in shaping, but also healing the world. *Open to seniors, juniors, and sophomores. Not open to first-year students.*

Mr. Menkiti

PHIL 205 (2)(B¹)(MR) Chinese Philosophy

Introductory study in English translation of the ancient philosophies of Confucianism, Taoism, and Ch'an (Zen) Buddhism. Topics include the importance of community and tradition in the Confucian vision of the good life, the debate among Confucians on the question of whether human nature is innately good, the metaphysical visions of the universe in all three philosophies, and Taoist and Ch'an notions of forgetting self and merging with the universe. *Prerequisite: 101 or 106 or 200.*

TBA

PHIL 206 (1)(B¹) Normative Ethics

Can philosophers help us to think about moral issues, such as what to do about poverty and hunger, or racism and sexism? How should one live, and why? We shall look at the attempts of some contemporary philosophers to provide answers, or at least guides to finding answers, to these or similar questions. We shall compare and

contrast several approaches, for example, putting major weight on consequences, or on conforming to a moral rule, or on being the sort of thing a virtuous person would do, etc. *Open to sophomores, juniors and seniors.*

Ms. Putnam

PHIL 207 (1)(B¹) Philosophy of Language

What is the relation between thought and language? Or between language and the world? What is linguistic meaning, and how does it differ from other kinds of meaning? Why does language matter to philosophy? These are some of the issues we shall discuss, drawing upon the work of Frege, Russell, Quine, Grice, Davidson and Chomsky. *Prerequisite: same as for 203.*

Ms. Elgin

PHIL 208 (B¹) Practicing Philosophy

NOT OFFERED IN 1996–97. This course allows students considering a major in philosophy to develop their skills in the practice of philosophy through discussing presentations of works in progress by members of the Philosophy Department and through writing, reading, discussing and re-writing drafts of their own. One member of the Department will serve as on-going instructor of the course, and other members of the Department will visit for discussion with the class of the visitor's work in progress or of other reading proposed by the visitor. Maximum enrollment 15. *Prerequisite: at least one previous course in Philosophy. Not open to students who have taken a course at the 300-level.*

PHIL 211 (2)(B¹) Philosophy of Religion

A philosophical examination of the nature and significance of religious belief and religious life. Topics include the nature of faith; the role of reason in religion; the ethical import of religious belief; toleration and religious diversity. *Open to all students.*

Mr. Winkler

PHIL 213 (2)(B¹) Social and Political Philosophy

An examination of some key issues in social and political philosophy. We will explore such topics as the relationship between the individual and the community, the moral legitimacy of group rules, the responsibilities of persons in their roles, and obligations between generations. Also examined will be the bases of political authority, the

scope of political obligation, and the ends which political institutions ought to pursue. *Prerequisite: same as for 203.*

Mr. Galloway

PHIL 215 (1)(B¹) Philosophy of Mind

An introduction to some of the central philosophical questions about the mind. We will consider the following sorts of questions: (1) Are human beings made of two sorts of elements—minds and bodies—or is the mind nothing more than the brain? (2) What is thought; is it in principle possible to build a computer that thinks? (3) Is the only truly objective and scientific psychology the study of the brain? (4) What is the relation between thought and emotion? *Prerequisite: one course in Philosophy, Psychology, or Cognitive Science or permission of the instructor.*

Ms. McIntyre

PHIL 216 (1)(2)(B¹) Logic

An introduction to the methods of symbolic logic and their application to arguments in ordinary English. Discussion of validity, implication, consistency, proof, and of such topics as the thesis of extensionality and the nature of mathematical truth. *Open to all students.*

Mr. Winkler, Mr. Galloway

PHIL 217 (1)(B¹) Philosophy of Biology

An introduction to the philosophy of biology concentration on four themes: How and why biological explanations differ from explanations in the natural and social sciences; How concepts like "species," "natural selection" and "fitness" function; Whether sociobiology is tenable; The moral, metaphysical, and scientific implications of the human genome project.

Ms. Elgin

PHIL 221 (2)(B¹) Modern Philosophy

A study of central themes in 17th- and 18th-century philosophy, concentrating on Descartes, Hume, and Kant. More selective reading in such figures as Spinoza, Locke, Anne Conway, Leibniz, and Berkeley. Among the topics: the relationship between mind and body; the limits of reason; determinism and freedom; the bearing of science on religion. *Prerequisite: one course in Philosophy. Not open to students who have taken Philosophy 200.*

Mr. Winkler

PHIL 222 (2)(B¹) American Philosophy

The development of American philosophy from its beginnings as an attempt to come to terms with Puritanism, through the response to revolution and slavery and the development of Transcendentalism, to its culmination in Pragmatism, America's unique contribution to world philosophy. In addition to some of the standard texts, we shall study some writings by women and African-American philosophers. This course is intended for American Studies majors as well as for philosophy majors and anyone else interested. *Prerequisite: 200 or 221 or History 102 or American Studies 101 or by permission of the instructor.*

Mrs. Putnam

PHIL 223 (B¹) Phenomenology and Existentialism

NOT OFFERED IN 1996–97. A study of recent, mostly European continental, approaches to such issues as the nature of consciousness, of personal identity and freedom, and the salient features of human life as embedded in a culture. One central theme of the course will be self-identity, the place of faith in a secular age, and confidence in our understanding of the work we inhabit. Questions about the temptation to self-deception and whether it is possible to resist or control it. We also take up questions about individualism vs. group identity vs. culture identity; and about whether it is within our power to transport ourselves into a geographically and temporally distant foreign culture. *Prerequisite: 200 or other previous study of Kant accepted as equivalent by the instructor.*

PHIL 227 (1)(B¹) Philosophy and Feminism

Why is there debate whether women "should try to combine career and family?" We will study this debate by looking at a variety of perspectives on gender issues in political philosophy, ethics, and theory of knowledge. Topics will include theories of gender difference in moral reasoning; challenges to the liberal views on affirmative action, sexual orientation, pornography, and equality; and critiques of scientific theory and practice that emphasize gender considerations. *Open to sophomores, juniors, and seniors.*

Ms. Congleton

PHIL 249 (1)(B¹) Medical Ethics

A philosophical examination of some central problems at the interface of medicine and ethics. Exploration of the social and ethical implications

of current advances in biomedical research and technology. Topics discussed will include psychosurgery, gendersurgery, genetic screening, amniocentesis, euthanasia. *Prerequisite: same as for 203.*

Mr. Menkiti

PHIL 256 (B¹) Topics in Logic

NOT OFFERED IN 1996–97. This is a course in formal logic, for those who wish to pursue the subject beyond the level of Philosophy 216. The topics include computing machines and their limitations, the completeness of the First Order Predicate Calculus with Identity, the incompleteness of systems of arithmetic, the indefinability of truth, and the unprovability of consistency.

PHIL 302 (1)(B¹) Kant's Solution to Skepticism and Solipsism

In the *Critique of Pure Reason*, Kant agrees with Hume that we can't infer the existence of an external world from sense-experience. Kant thinks we can never know what things are like in themselves; we can only know how they appear to us. He claims we construct all of these appearances ourselves; that if we didn't, we wouldn't exist at all. This implies that we can't have objective knowledge of anything, and that we're trapped in subjective illusions and biases. But Kant also thinks we *do* have objective knowledge. He thinks he can show that there are external objects and other people out there, independently of our perceptions and beliefs about them. How can Kant reconcile these seemingly contradictory claims? Kant's philosophy synthesizes Rationalism and Empiricism, and engenders both Continental Idealism and Anglo-American Positivism. It has influenced fields as disparate as psychology, physics, history, geography, political science, and law. So his story had better be good. *Prerequisite: 200.*

Ms. Piper

PHIL 303 (B¹) Kant's Moral Philosophy

NOT OFFERED IN 1996–97. Intensive studies in the philosophy of Kant with some consideration of his position in the history of philosophy. *Prerequisite: 200.*

PHIL 304 (B¹) Analytic Philosophy

NOT OFFERED IN 1996–97. In the early twentieth century, philosophy took a linguistic turn. Analytic philosophy was born of the conviction that philosophical problems can be solved or dissolved through the rigorous study and deployment of languages. We will study some of the

main works in the analytic tradition to see whether its promise is, or can be, kept. Figures to be studied include Frege, Russell, Carnap, and Quine. *Prerequisite: open to juniors and seniors, or by permission of the instructor.*

PHIL 311 (2)(B¹) Plato

Intensive study of the works of Plato or the works of Aristotle (offered in alternate years). *Prerequisite: 101, 220 or by permission of the instructor.*

Ms. Congleton

PHIL 312 (B¹) Aristotle

NOT OFFERED IN 1996–97. Intensive study of the thought of Aristotle through detailed reading of selected texts. Attention will be given especially to those works which present Aristotle's picture of nature, human nature, and society. Aristotle's influence on subsequent science and philosophy will be discussed briefly. Offered in alternation with 311. *Prerequisite: 101 or 201 or 220 or Greek 201 or by permission of the instructor.*

PHIL 314 (2)(B¹) Seminar in Theory of Knowledge

Topic for 1996–97: From Knowledge to Understanding. This seminar will investigate the arguments for and the implications of taking understanding rather than knowledge as the central epistemological notion. We will consider how the arts contribute to understanding, and how emotions function cognitively.

Ms. Elgin

PHIL 319 (B¹) Medieval Philosophy

NOT OFFERED IN 1996–97. *Prerequisite: Philosophy 101 or 201 or 220, or by permission of the instructor, equivalent study of Plato and Aristotle.*

PHIL 326 (1)(B¹) Philosophy of Law

A systematic consideration of fundamental issues in the conception and practice of law. Such recurrent themes in legal theory as the nature and function of law, the relation of law to morality, the function of the rules of legal reasoning, and the connection between law and social policy are examined. Clarification of such notions as obligation, power, contract, liability, and sovereignty. Readings will cover the natural law tradition and the tradition of legal positivism, as

well as such contemporary writers as Hart and Fuller. Open to juniors and seniors, or by permission of the instructor.

Mr. Menkiti

PHIL 340 (2)(B¹) Seminar. Contemporary Ethical Theory

Topic for 1996–97: Metaethics. How we decide which moral theory to accept? Moral philosophers try to convince us through rational argument that their theories are objectively the right ones. We will examine four such attempts—Brandt's, Nagel's, Gewirth's, and Rawls', and evaluate their justificatory successes and failures. *Prerequisite: 106 or another course in ethical theory.*

TBA

PHIL 345 (1)(B¹) Seminar. Advanced Topics in Philosophy of Psychology and Social Science

Topic for 1996–97: Cultural, Moral, and Epistemological Relativism. What does it mean to say that a practice, value or commitment is relative to a culture or system of thought? What, if anything, justifies such a claim? What follows from it? Can people who do not belong to a community criticize the values, institutions, beliefs, and commitments of that community if relativism is true? *Prerequisite: one previous course in philosophy.*

Ms. Elgin

PHIL 349 (1)(B¹) Seminar. Selected Topics in Philosophy

Topic for 1996–97: Ideas of Nature. An examination of western conceptions of the natural world and our place in it. Readings in Plato, Aristotle, Descartes, Spinoza, Kant, Mill, Nietzsche, Emerson, and others, among them contemporary philosophers, natural scientists, and nature writers. Some discussion of ethical issues. *Prerequisite: one course in Philosophy.*

Mr. Winkler

PHIL 350 (1)(2) Research or Individual Study
Open to juniors and seniors by permission.

PHIL 360 (1)(2) Senior Thesis Research
By permission of department. See p. 73, Honors.

PHIL 370 (1)(2) Senior Thesis
Prerequisite: 360.

Cross-Listed Courses

Attention Called

EXTD 203 (1)(B¹ or B²)

Ethical and Social Issues in Genetics

EXTD 204 (2)(B¹ or B²)

Women and Motherhood

For Credit

EDUC 102 (2)(B¹)

Education in Philosophical Perspective

Directions for Election

The philosophy department divides its courses and seminars into three subfields: (A) the history of philosophy: 101, 200, 201, 202, 205, 219, 220, 221, 222, 223, 311, 312, 319, 349 (when the topic is appropriate); (B) Value Theory: 106, 202, 203, 204, 205, 206, 211, 213, 214, 227, 230, 249, 303, 326, 340, 349 (when the topic is appropriate); (C) Metaphysics and Theory of Knowledge: 103, 202, 204, 205, 207, 211, 215, 216, 217, 256, 314, 345, 349 (when the topic is appropriate). Note: as of 1993-94, 200 has been replaced by 221, 219 has been withdrawn; 103 has been added in subfield C and 319 is subfield A.

The major in philosophy consists of at least nine units. Philosophy 201 (or 220) (or, with permission of the chair, 101) and 221 (or 200) are required of all majors. In order to assure that all majors are familiar with the breadth of the field, each major must take two courses each in subfields B and C. Majors are strongly encouraged to take a third course in subfield A. Students planning graduate work in philosophy should take 216 and acquire a reading knowledge of Latin, Greek, French or German. In order to assure that students have acquired some depth in philosophy, the department requires that each major take at least one 300-level course or seminar in two of the subfields.

The Minor in philosophy consists of FIVE units. No more than one of these courses may be on the 100 level; 201 (or 220) or 221 (or 200) is required of all minors; at least one of the five units must be on the 300 level.

Philosophy 202 and 205 satisfy the multicultural requirement.

The department offers the following options for earning honors in the major field: (1) writing a thesis or a set of related essays; (2) a two-semester project combining a long paper with some of the activities of a teaching assistant; (3) a program designed particularly for students who have a general competence and who wish to improve their grasp of their major field by independent study in various sectors of the field. A student electing option (2) will decide, in consultation with the department, in which course she will eventually assist and, in the term preceding her teaching, will meet with the instructor to discuss materials pertinent to the course. Option (3) involves selecting at least two related areas and one special topic for independent study. When the student is ready, she will take written examinations in her two areas and, at the end of the second term, an oral examination focusing on her special topic.

The department participates in two exchange programs. First, there is the normal MIT-Wellesley Exchange. MIT has an excellent philosophy department and students are encouraged to consult the MIT catalog for offerings. Second, there is the Brandeis-Wellesley Exchange. Brandeis also has an excellent department and students are encouraged to consult the Brandeis catalog for offerings. Starting in 1991-92, Brandeis and Wellesley have been exchanging faculty on a regular basis to enhance the curricular offerings at each institution.

Physical Education, Recreation and Athletics

Professor: O'Neal (*Chair/Athletic Director*),
Batchelder, Vaughan

Associate Professor: Bauman

Assistant Professor: Dix, Hagerstrom, Hert,
Kiefer, Landau, LaVoi, Nelson, Peck, Weaver

Instructor: Babington, Battle, Colby, Driscoll,
Griswold, Hershkowitz, Hoegstedt, Hogan,
Kaliouby, Klein, Lexow, Lilliot, Magennis,
Normandeau, Plante, Salkever, Teevens, Webb,
Wenn

PE 121 (1–2) Physical Education Activities and Athletics Teams

Physical Education Requirement

To complete the College degree requirement in physical education, a student must earn 8 credit points. Students are strongly urged to earn the 8 credit points by the end of the sophomore year. These credit points do not count as academic units toward the degree, but are required for graduation.

Directions for Election

The requirement can be completed through:

1. completion of sufficient number of physical education instructional classes to earn 8 credits; or
2. sufficient length of participation in Wellesley's 11 varsity athletic teams to earn 8 credits; or
3. a combination of sufficient completion of instructional classes and participation on varsity athletic teams to earn 8 credits, including credits earned at other colleges.

Students can receive *partial* credit toward the 8 credit points through:

1. Independent pursuit either on or off campus (max. 4 points). Students must satisfactorily complete this pre-approved independent study as specified in the *Physical Education and Athletics Curriculum Handbook*.
2. Sufficient length of participation in Wellesley's physical activity clubs (max. 2 points). Students must satisfactorily complete this pre-approved participation as specified in the *Physical Education and Athletics Curriculum Handbook*.

Transfer students will be given partial credit toward the physical education requirement dependent upon year and semester of admission.

Usually, students admitted in the sophomore year will be expected to complete 4 credit points at Wellesley. Students admitted in the junior year will be considered as having completed the degree requirement.

A student's choice of activity is subject to the approval of the Physical Education and Athletics Department and the College Health Services. If a student has a temporary or permanent medical restriction, she, the Physical Education and Athletics Department and the College Health Services will arrange an activity program to serve her individual needs. No student is exempt from the physical education requirement.

Students may take a specific physical education activity only twice for credit. Students may continue to enroll in physical education instructional classes after the PE 121 requirement is completed provided space is available in the class.

A. Physical Education Instructional Classes

The instructional program in physical education is divided into four terms, two each semester. Most physical education activity classes are scheduled for a term (6 weeks) and give 2 credit points toward completing the requirement. Some physical education activity classes, however, are offered for a semester (12 weeks) and count 4 credit points toward completing the requirement. All classes are graded on a Credit-No Credit basis.

CR—*Credit* for course completed satisfactorily.

NC—*No Credit* for course not completed satisfactorily. Inadequate familiarity with the content of the course or excessive absence may result in an NC grade.

INC—*Incomplete* is assigned to a student who has completed the course with the exception of a test or assignment which was missed near the end of the course because of reasons not willfully negligent.

Activity classes usually scheduled for a semester (12 weeks):

- | | |
|-------------------------|---|
| <i>First Semester:</i> | Ballet, Jazz & Modern Dance, SCUBA, Self-defense, Yoga |
| <i>Second Semester:</i> | African Dance, Ballet, Golf, Jazz & Modern Dance, Dance Theatre Workshop, SCUBA, Self-defense, Tennis, Yoga |

**Activity Courses usually scheduled for a term
(6 weeks)**

<i>Activity</i>	<i>Term</i>
aerobics—step	1,2,3,4
aquarobics	2,3
archery	1,2,4
badminton	2,3
canoeing	1,4
crew	1,4
CPR/first aid	2,3
cross training	4
dance—African	1,2,3,4
dance—everybody's	1
dance—musical theatre	1
fencing	1,2,3
fitness walking	3
golf	1,4
horseback riding	1,2,3,4
lacrosse	2
movement wellness	4
racquetball	2,3
running	2,4
sailing	1,4
skiing—downhill	3
squash	1,2,3,4
stretch and strengthen	1,2,3,4
swimming	1,2,3
tai chi chuan	1,2,3,4
tennis	1,2,3,4
volleyball	1,4
wellness	1,2,3,4

B. Athletics Teams

The intercollegiate program offers 11 sports through which a student may earn credit points toward the completion of the degree requirement. The athletics program is divided into three seasons: Fall (F), Winter (W), Spring (S) with several sports offered each season. The maximum number of credit points that can be earned during a season are: Fall (4), Winter (7) and Spring (6).

<i>Athletic Team</i>	<i>Season</i>
Basketball	Winter
Crew (varsity and novice)	Fall, Spring
Cross-country Running	Fall
Fencing	Winter
Field Hockey	Fall
Lacrosse	Spring
Soccer	Fall
Squash	Winter
Swimming	Winter
Tennis	Fall, Spring
Volleyball	Fall

Enrollment and eligibility for earning credit points toward completion of requirement by participating on one of these teams is limited to those students who are selected to the team by the Head Coach. Notices of organizational meetings and tryouts for these 11 teams are distributed each year by the Head Coach.

PE 205 (2) Sports Medicine

The course combines the study of biomechanics and anatomic kinesiology. It focuses on the effects of the mechanical forces which arise within and without the body and their relationship to injuries of the musculoskeletal system. In addition to the lectures, laboratory sessions provide a clinical setting for hands-on learning and introduce students to the practical skills involved in evaluating injuries, determining methods of treatment and establishing protocol for rehabilitation. Academic credit only. *Open to all students.*

Ms. Bauman

Physics

Professor: *Brown, Ducas (Chair)*

Associate Professor: *Berg^{A1}, Quivers^A, Stark*

Assistant Professor: *Hu, Singh*

Laboratory Instructor: *Bauer, O'Neill, Wardell*

Most courses meet for two periods of lecture and one period of discussion weekly and all Grade I and Grade II courses have one three-hour laboratory unless otherwise noted.

PHYS 100 (2)(C) Musical Acoustics

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. Production, propagation and perception of sound waves in music; emphasis on understanding of musical instruments and the means of controlling their sound by the performer. No laboratory. Each student will write a term paper applying physical principles to a particular field of interest. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school. *Open to all students.*

Ms. Brown

PHYS 101 (1)(C) Frontiers of Physics

A overview of the evolution of physics from classical to modern concepts. Emphasis will be placed on the revolutionary changes that have occurred in our view of the physical universe with the development of quantum mechanics and the theory of relativity. No laboratory. Not to be counted toward minimum major or to fulfill entrance requirement for medical school. *Open to all students.*

Ms. Singh

PHYS 103 (2)(C) Physics of Whales and Porpoises

An examination of the scientific and engineering principles embodied in the design of these aquatic animals. Emphasis on an interdisciplinary approach and developing modeling and problem-solving techniques. Topics include: diving and swimming (ideal gas law, fluids, forces); metabolism (energy, thermodynamics, scaling); and senses (waves, acoustics, optics). Laboratories and field trip. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school. *Open to all students.*

Mr. Ducas

PHYS 104 (1)(C) Basic Concepts in Physics I with Laboratory

Mechanics including: statics, dynamics, and conservation laws. Introduction to waves. Discussion meeting weekly. 1.25 units of credit. May not be taken in addition to 107. Prerequisite or corequisite: Mathematics 115 or 120.

Ms. Brown

PHYS 106 (2)(C) Basic Concepts in Physics II with Laboratory

Light, geometrical and physical optics, electricity and magnetism. Discussion meeting weekly. 106 does not normally satisfy the prerequisites for 202 or 203. 1.25 units of credit. *Prerequisite: 104 and Mathematics 115 or 120.*

Ms. Hu

PHYS 107 (1)(2)(C) Introductory Physics I with Laboratory

Principles and applications of mechanics. Includes: Newton's laws, conservation laws, rotational motion, oscillatory motion, and gravitation. Discussion meeting weekly. 1.25 units of credit. May not be taken in addition to 104. *Prerequisite: Mathematics 115, 116, 116Z, or 120.*

Ms. Hu (1), Mr. Stark (2)

PHYS 108 (1)(2)(C) Introductory Physics II with Laboratory

Electricity and magnetism, introduction to Maxwell's equations, electromagnetic radiation, geometrical and physical optics. Basic laboratory electronics. Discussion meeting weekly. 1.25 units of credit. *Prerequisite: 107 (or 104 and permission of the instructor) and Mathematics 116, 116Z or 120.*

Mr. Stark (1); Ms. Singh (2)

PHYS 202 (1)(C) Modern Physics with Laboratory

Introduction to quantum mechanics and atomic and nuclear structure. Introduction to thermodynamics and statistical mechanics. 1.25 units of credit. *Prerequisite: 108 or permission of the instructor and Mathematics 116, 116Z or 120.*

Mr. Ducas

PHYS 203 (2)(C) Vibrations, Waves, and Special Relativity with Laboratory

Free vibrations, forced vibrations and resonance, wave motion, superposition of waves, Fourier analysis with applications. Applications from

optics, acoustics and nuclear magnetic resonance spectroscopy. Special theory of relativity. 1.25 units of credit. *Prerequisite:* 108 or permission of the instructor, *Mathematics* 205 and *corequisite* Extradepartmental 216.

Ms. Brown

PHYS 219 (1)(C) Modern Electronics Laboratory

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. Primarily a laboratory course emphasizing construction of both analog and digital electronic circuits. Intended for students in all of the natural sciences and computer science. Approach is practical, aimed at allowing experimental scientists to understand the electronics encountered in their research. Topics include diodes, transistor amplifiers, op amps, digital circuits based on both combinational and sequential logic, and construction of a micro-computer based on a 68000 microprocessor programmed in machine language. Two laboratories per week and no formal lecture appointments. 1.25 units of credit. *Prerequisites:* *Physics* 106 or 108 or permission of instructor.

Staff

PHYS 222 (2)(C) Medical Physics

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. The medical and biological applications of physics. Such areas as mechanics, electricity and magnetism, optics and thermodynamics will be applied to biological systems and medical technology. Special emphasis will be placed on modern techniques such as imaging tomography (MRI, CAT scans, ultrasound, etc.) and lasers in medicine. *Prerequisite:* 106, or 108, and *Mathematics* 115 or 120, or by permission of the instructor.

Mr. Ducas

PHYS 302 (1)(C) Quantum Mechanics

Postulates of quantum mechanics, solutions to the Schrödinger equation, operator theory, angular momentum and matrices. Discussion meeting weekly. *Prerequisite:* 202, 203 and Extradepartmental 216.

Ms. Singh

PHYS 305 (2)(C) Thermodynamics and Statistical Mechanics

The laws of thermodynamics, ideal gases, thermal radiation, Fermi and Bose gases, phase trans-

formations, and kinetic theory. *Prerequisite:* 202 or permission of the instructor and Extradepartmental 216.

Mr. Ducas

PHYS 306 (1)(C) Mechanics

Analytic mechanics, oscillators, central forces, Lagrange's and Hamilton's equations, introduction to rigid body mechanics. *Prerequisite:* 203 and Extradepartmental 216 or permission of the instructor.

Mr. Stark

PHYS 314 (2)(C) Electromagnetic Theory

Maxwell's equations, boundary value problems, special relativity, electromagnetic waves, and radiation. *Prerequisite:* 108, 306 and Extradepartmental 216 or permission of the instructor.

Ms. Brown

PHYS 349 (2)(C) Application of Quantum Mechanics

Quantum mechanical techniques such as perturbation theory and the numerical solutions to the Schrödinger equation will be developed. Applications to problems in atomic, molecular, and solid-state physics, as well as basic non-linear optics, will be discussed. One lecture and one laboratory per week. 1.25 units of credit. *Prerequisite:* *Physics* 302 or *Chemistry* 333, or by permission of the instructor.

Mr. Berg

PHYS 350 (1)(2) Research or Individual Study

Open by permission to juniors and seniors.

PHYS 360 (1)(2) Senior Thesis Research

By permission of department. See p. 73, Honors.

PHYS 370 (1)(2) Senior Thesis

Prerequisite: 360.

Cross-Listed Course

For Credit

EXTD 216 (2)(C)

Mathematics for the Physical Sciences

Directions for Election

A major in physics should ordinarily include 107, 108, 202, 203, 302, 305, 306 and 314. Extradepartmental 216 is an additional requirement. 349 is strongly recommended. One unit of another laboratory science is recommended.

A minor in physics (6 units) should ordinarily include: 104 or 107, 108, 202, 203, 302 and one unit at the 300 level and Extradepartmental 216. 350 cannot be counted as a 300 level unit.

All students who wish to consider a major in physics or a related field are urged to complete the introductory sequence (107 and 108) as soon as possible, preferably in the first year. A strong mathematics background is necessary for advanced courses. It is suggested that students complete Mathematics 115 and 116 or 120 in their first year and Mathematics 205 as soon as possible. The Z sections of 116 (i.e., Mathematics 116Z) are particularly appropriate for students interested in majoring.

Exemption Examinations

Examinations for exemption from Physics 107 and Physics 108 are offered. Sample examinations are available from the Department. The Department does not accept AP credit for exemption from Physics 107 and Physics 108.

For non-majors, AP credit in Physics does not fulfill the Group C distribution requirement for a laboratory science course.

Political Science

Professor: *Joseph (Chair), Just, Krieger, Miller^{A2}, Murphy, Paarlberg, Rich, Schechter, Stettner*

Visiting Associate Professor: *Hotchkiss*

Assistant Professor: *Burke, Fastnow, Martel, Moon*

Instructor: *Cohen*

Lecturer: *Wasserspring*

Introductory Courses

POL 101 (1)(2)(B²) Politics in Theory and Practice

Study of political conflict and consensus. Topics include ways in which political systems deal with problems of leadership, economic development, and social inequality. Comparison of democratic and authoritarian systems, including Classical Athens, Great Britain, Nazi Germany, and the People's Republic of China. Emphasis on the relationship between political thought, governmental institutions, and the policy process. Readings from Plato, Madison, Hitler, Marx, and Mao Zedong, as well as contemporary theorists, political figures, and scholars. *Open to all students except those who have taken 102. Either 101 or 102 is strongly recommended for all further work in political science. Students who take 101 may not take 102.*

The Staff

POL 102 (B²) States and Societies

NOT OFFERED IN 1996–97. An introduction to the study of political science and political science methods. The course will trace the modern development of the state and its changing role in comparative perspective. Topics will include: state formation, citizenship, nationalism, state and economy, sub-national and supra-national pressures. Cases will be drawn from the experiences of Europe, the Third World, and the United States, and explanatory frameworks and theories from all subfields within political science will be examined. *Open to all students except those who have taken 101. Either 101 or 102 is strongly recommended for all further work in political science. Students who take 102 may not take 101.*

POL 199/ECON 199/SOC 199 (1)(2)

Introduction to Social Science Data Analysis

An introduction to the collection, analysis, interpretation, and presentation of quantitative data

as used to understand society and human behavior. Using examples drawn from the fields of economics, political science, and sociology, this course focuses on basic concepts in statistics and probability, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. The course is team-taught by instructors in different social science disciplines and draws on everyday applications of statistics and data analysis in an interdisciplinary context. Includes a third session each week. *Open to all students.*

*Ms. Fastnow, Mr. Cuba (Sociology),
Mr. Kauffman (Economics)*

American Politics and Law

POL1 200 (1)(2)(B²) American Politics

The dynamics of the American political process: constitutional developments, growth and erosion of congressional power, the rise of the presidency and the executive branch, impact of the Supreme Court, evolution of federalism, the role of political parties, elections and interest groups. Emphasis on national political institutions and on both historic and contemporary political values. The course will include analysis of a variety of contemporary policy problems, including such issues as race and sex discrimination, individual liberties, poverty, urban conflict, environmental disruption, inflation, and unemployment. Recommended for further work in American law and politics. *Prerequisite: one unit in political science, economics, or American studies, or by permission of the instructor.*

Mr. Burke, Ms. Fastnow, Mr. Schechter

POL1 210 (B²) Political Participation and Influence

NOT OFFERED IN 1996–97. How citizens express their interests, concerns, and preferences in politics. Why and how some groups achieve political influence. Why some issues are taken up and others ignored. The parts played by public opinion polls, interest groups, political parties, PACs, elections, the mass media, protests, riots and demonstrations in articulating citizen concerns to government. Special attention to problems of money in politics, low voter participation, and inequality of race, class, and gender. Course work includes reading, discussion, and direct political participation in an interest group or election campaign. *Prerequisite: one unit in political science.*

Ms. Just

POL1 212 (1)(B²) Urban Politics

Introduction to contemporary urban politics. Study of policy-making and evaluation in the areas of education, transportation, housing, welfare, budgeting and taxation. Consideration of population shifts, regional problems, and the impact of federal policy on urban planning. *Prerequisite: one unit in political science or economics or American studies.*

Mr. Rich

POL1 215 (2)(B²) Courts, Law, and Politics

Fundamentals of the American legal system, including the sources of law, the nature of legal process, the role of courts and judges, and legal reasoning and advocacy. Examination of the interaction of law and politics, and the role and limits of law as an agent for social change. *Prerequisite: 200 or by permission of the instructor.*

Mr. Burke

POL1 311 (1)(B²) The Supreme Court in American Politics

Analysis of major developments in constitutional interpretation, the conflict over judicial activism, and current problems facing the Supreme Court. Emphasis will be placed on judicial review, the powers of the President and of Congress, federal-state relations, and individual rights and liberties. *Prerequisite: 215 or one other unit in American legal studies, or by permission of the instructor.*

Mr. Schechter

POL1 312 (B²) The Criminal Justice System

NOT OFFERED IN 1996–97. An examination of how the criminal justice system works, considering the functions of police, prosecutor, defense counsel, and court in the processing of criminal cases; uses of discretionary power in regard to arrest, bail, plea bargaining, and sentencing; changing perceptions of the rights of offenders and victims; current problems in criminal law. Legal research and moot court practice. *Prerequisite: 215 or 311 or by permission of the instructor.*

POL1 313 (2)(B²) American Presidential Politics

Analysis of the central role of the president in American politics, and the development and operation of the institutions of the modern presidency. The course will focus on sources of presidential power and limitations on the chief executive, with particular emphasis on congress-

sional relations and leadership of the federal bureaucracy. *Prerequisite: 200 or 210 or by permission of the instructor.*

Mr. Rich

POL1 314 (1)(B²) Congress and the Legislative Process

An examination of the structure, operation, and political dynamics of the U.S. Congress and other contemporary legislatures. Emphasis will be on Congress: its internal politics, relations with the other branches, and responsiveness to interest groups and the public. The course will analyze the sources and limits of congressional power, and will familiarize students with the intricacies of lawmaking. *Prerequisite: 200 or 210 or by permission of the instructor.*

Ms. Fastnow

POL1 315 (1)(B²) Public Policy and Analysis

The first part of the course will examine how domestic public policy is formulated, decided, implemented and evaluated, at both the federal and local level. Both moral and political standards for making policy will be examined. Factors that promote or impede the development and realization of rational, effective and responsible public policy will be reviewed. The second part of the course will be devoted to student research and presentations on selected policy topics, including public schools, public transportation, homelessness, environment, and drug enforcement. *Prerequisite: 200 or 210 or by permission of the instructor.*

Mr. Rich

POL1 316 (2)(B²) Mass Media in American Democracy

Focus on the mass media in the American democratic process, including the effect of the news media on the information, opinions, and beliefs of the public, the electoral strategy of candidates, and the decisions of public officials. Discussion of news values, journalists' norms and behaviors, and the production of print and broadcast news. Evaluation of news sources, priorities, bias, and accessibility. Attention to coverage of national and international affairs, as well as issues of race and gender. Questions of press freedom and journalism ethics are explored. *Prerequisite: 200, 210 or by permission of the instructor.*

Ms. Just

POL1 317 (B²) The Politics of Health Care

Analysis of how the policy-making process in the U.S. has shaped the provision of health care and the response to health issues, and the prospects for reform. Specific issues include national health insurance, AIDS, and the uses of medical technology. *Prerequisite: One unit in American politics, or by permission of the instructor.*

POL1 318 (1)(B²) Seminar. Conservatism and Liberalism in Contemporary American Politics

Examination of the writings of modern conservatives, neoconservatives, liberals, and libertarians and discussion of major political conflicts. Analysis of such policy questions as the role of the Federal government in the economy, poverty and social welfare, personal liberty, property rights, capital punishment, preventive detention, affirmative action, busing, abortion, school prayer. Assessment of the impact of interest groups, the president and other political leaders, the media, and Supreme Court justices on constitutional rights and public policies. *Prerequisite: Open to juniors and seniors by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.*

Mr. Schechter

POL1 319 (1)(B²) Seminar. Campaigns and Elections

Do elections matter? Exploration of issues in campaigns and elections: Who runs and why? The impact of party decline and the rise of campaign consultants, polls, advertising, and the press. Candidate strategies and what they tell us about the political process. How voters decide. The "meaning" of elections. Attention to the rules of the game (the primaries, debates, the Electoral College), recent campaign innovations (talk shows, town meetings, infomercials), third-party candidacies (including Perot), and prospects for political reform. Coursework includes campaign participation. *Prerequisite: 200, 210 or by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.*

Ms. Just

POL1 320 (B²) Seminar. Inequality and the Law

NOT OFFERED IN 1996-97. Analysis of the emerging constitutional and statutory rights of women and racial minorities. What rights have been sought? What rights have been achieved?

To what extent have new legal rights been translated into actual social and governmental practices? Focus on the equal protection and due process clauses of the Fourteenth Amendment, statutes such as Title VII of the 1964 Civil Rights Act, and Supreme Court decisions during the past decade. The seminar will compare litigation with more traditional strategies for changing public policies toward employment discrimination, abortion, affirmative action, school segregation, housing and welfare. *Prerequisite:* 215, 311, or another unit in American legal studies and by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Mr. Schechter

POL1 324 (2)(B²) Seminar. Religion and American Politics

Does religion matter in politics? Study of the changing role of religion in American political behavior and institutions. Overview of the historical relationship between the church and the American state. Analysis of religion's influence on: public opinion, voting behavior, political activism, interest group membership and strategy, congressional voting decisions, political leaders, and public policy. Emphasis on the changing political roles of Evangelical Protestants and of Catholics. *Prerequisite:* Political Science 200 required; 210, 311, and 319 recommended, or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Ms. Fastnow

POL1 333 (B²) Seminar. Ethics and Politics

NOT OFFERED IN 1996-97. An exploration of ethical issues in politics, public policy and the press. Critical questions include deception (is it permissible to lie?), "bedfellows" (does it matter who your friends are?), and means and ends (do some purposes justify deception, violence or torture?). Consideration of moral justifications of policies, such as cost-benefit analysis, risk ratios, and social justice as well as the proper role of journalists in holding public officials to an ethical standard. *Prerequisite:* one Grade II unit in American politics. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Ms. Just

POL1 334 (B²) Seminar.

Presidential-Congressional Relations

NOT OFFERED IN 1996-97. Study of the formal and informal relationships between the President and Congress. Analysis of such topics as: constitutional sources of presidential-congressional tension, legal and political limits to presidential and congressional power, the overlapping functions of the executive and legislative branches, the electoral connection or competition between these two branches, and conflicts in domestic and foreign policy-making. *Prerequisite:* Political Science 200 required; 313 or 314 recommended or another 300 level course in American Politics and Law and permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

POL1 335 (2)(B²) Seminar. The First Amendment

Analysis of the role of the Supreme Court in the protection of individual rights guaranteed by the First Amendment to the U.S. Constitution. The seminar will examine the right to criticize government, symbolic expression, pornography, privacy, prior restraints on the press. Struggles over the place of religion in public life, including school prayer, creationism, aid to religious schools, secular humanism, limits on religious freedom will also be studied. *Prerequisite:* Political Science 215, 311, or another unit in American legal studies and permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Mr. Schechter

POL1 336 (B²) Seminar. Women, the Family and the State

NOT OFFERED IN 1996-97. Analysis of the development and evolution of public policies toward the family, and their relationship to changing assumptions about "women's place." Consideration of policies toward marriage and divorce; domestic violence; nontraditional families; family planning; the care and support of children; and public welfare. *Prerequisite:* one unit in American politics or law. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

POL1 337 (2)(B²)(MR) Seminar. The Politics of Minority Groups in the United States

An examination of office holding, voting patterns, coalition formation, and political activities among various racial, ethnic, and religious minority groups in the United States, including Black Americans, Mexican-Americans, Native Americans, Puerto Ricans, Jews, Mormons, Arabs, Asians, Central and South Americans. *Open to juniors and seniors by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.*

Mr. Rich

POL1 339 (1)(B²) Seminar. Rights, Torts, and Courts

Is the United States plagued by too many laws, lawyers and lawsuits? What are the advantages and disadvantages of resolving social issues through litigation? Analysis of the use of litigation and rights claims by feminists, civil rights groups, disability activists, and others. Examination of controversies surrounding personal injury litigation, particularly "toxic torts." Evaluation of alternatives to litigation. Comparison with dispute resolution in other nations. *Prerequisite: Political Science 215, 311, or another unit in American legal studies and by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.*

Mr. Burke

Comparative Politics

POL2 204 (1)(B²)(MR) Political Economy of Development and Underdevelopment

An analysis of political and economic issues in the Third World with special emphasis on the major explanations for underdevelopment and alternative strategies for development. Topics discussed include colonialism, nationalism, the Third World in the international system, state-building and political change, rural development, and gender perspectives on underdevelopment. *Prerequisite: one unit in Political Science; by permission to other qualified students and to juniors and seniors without prerequisite.*

Ms. Moon

POL2 205 (2)(B²) Politics of Western Europe

A comparative study of European states and societies. With primary emphasis on Germany, Britain, and France, the course will focus on the

capacities of political systems to adapt to new economic challenges and the agenda of European integration advanced by the European Union. Readings and discussion will emphasize the institutional principles of modern states, the rise and decline of the post-war settlement and class-based politics, and emergent developments including the politicization of race and the resurgence of xenophobic movements. *Prerequisite: one unit in Political Science or European history; open to juniors and seniors without prerequisite.*

Mr. Krieger

POL2 206 (1)(B²) Politics of Russia and the Newly Independent States

An introduction to the political development of Russia and the Newly Independent States of the former Soviet Union, from 1917 to the present. Topics include: the evolution of the Soviet political system, 1917-85; sources of the economic, political and social crises that engulfed the USSR during the 1980s; Gorbachev's reform program and reasons for its failure; the emergence of nationalism and the disintegration of the USSR: the potential for a successful transition to capitalist democracy in the Soviet successor states. Particular attention will be paid to the legacy of the old regime in shaping prospects for economic and political reform in the newly independent republics of the former USSR. *Prerequisite: one unit in Political Science or Russian studies.*

Ms. Cohen

POL2 207 (2)(B²)(MR) Politics of Latin America

The course will explore Latin American political systems focusing on the problems and limits of change in Latin America today. An examination of the broad historical, economic and cultural forces that have molded Latin American nations. Evaluation of the complex revolutionary experiences of Mexico and Cuba and the failure of revolution in Chile. Focus on the contemporary struggles for change in Central America. Contrasting examples drawn from Mexico, Cuba, Chile, Nicaragua and El Salvador. *Prerequisite: one unit in Political Science; by permission of the instructor to other qualified students.*

Ms. Wasserspring

POL2 208 (1)(B²)(MR) Politics of China and Japan

An introduction to the modern political histories and contemporary political systems of China and Japan. Topics on China include the Chinese Communist revolution and the legacy of Mao

Zedong; reform and repression in the era of Deng Xiaoping; and government structure, policy-making, and political life in the People's Republic of China. For Japan, the emphasis will be on analyzing Japanese political and economic development since World War II. *Prerequisite: one unit in Political Science or Chinese or Japanese Studies; open to juniors and seniors without prerequisite. Not open to students who have taken Political Science/Economics 239.*

Mr. Joseph

POL2 209 (B²)(MR) African Politics

NOT OFFERED IN 1996-97. A comparison of the response of different Sub-Saharan African societies and states to the economic, environmental, and security crises of the 1980s. Consideration of the contrasting prescriptions offered by the Organization for African Unity, the United Nations, and the World Bank, along with the perspectives of different domestic interest groups. *Prerequisite: one unit in political science; by permission to other qualified students.*

Mr. Murphy

POL2 211 (B²)(MR) Politics of South Asia

NOT OFFERED IN 1996-97. An introduction to the colonial political histories and contemporary political systems of the region, with a focus on India, Pakistan, Bangladesh, and Sri Lanka. The course is organized around the following major themes: independence and the problems of decolonization, state formation in ethnically diverse countries, the political economy of state-building, and parliamentary democracy and military rule. The chief contemporary issues addressed are: ethno-political strife; secessionist movements and wars; development dilemmas; regional cooperation and conflict; treatment of minorities; human rights. *Prerequisite: one unit in political science.*

POL2 239 (B²)(MR) Political Economy of East Asian Development

NOT OFFERED IN 1996-97. Analysis of the relationship between political and economic development in China, Japan, Korea, and Taiwan. Special attention paid to the economic issues of land reform, industrialization, trade policy, foreign aid, and planning versus the market; the political issues to be considered include ideology, authoritarianism, democratization, and the role of the state. The course emphasizes the lessons for economic growth, social equality, and political change provided by the East Asian experience. This is the same course as Economics

239. Students may register for either Political Science 239 or Economics 239. Credit will be given in the department in which the student is registered. Enrollment requires registration in conference section (Political Science 239C). *Prerequisite: Economics 101 or 102 or by permission of the instructors.*

Mr. Joseph and Mr. Lindauer (Economics)

POL2 301 (2)(B²) Seminar. Transitions to Democracy

An examination of how democracies are created and sustained, with particular emphasis on the twentieth century. The seminar will use theories of democratization and state-building to help understand the challenges of building democracies in the modern world. Particular attention will be paid to comparing the experience of the post-communist states of Eastern Europe with recent democratization in Latin America, East Asia, Southern Europe, and Africa. Among the questions considered are: What are the implications of trying to build democracy in multi-ethnic societies? What is the relationship between efforts to establish a market economy and create a democratic political system? Does democracy require particular cultural values or a certain level of economic development? What lessons can be learned from the successes and failures in building and consolidating democracy in various countries? *Prerequisite: one Grade II unit in comparative politics or international relations or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.*

Ms. Cohen

POL2 303 (2)(B²) The Political Economy of the Welfare State in Europe and America

A comparative study of the foundations of social and welfare policy in Western democracies. Focus will be on the changing character of the welfare state in Europe and America: its development in the interwar years, its startling expansion after World War II, and its uncertain future today as a result of fiscal crisis and diverse political opposition. Themes to be discussed include: state strategies for steering the capitalist economy; problems of redistribution of wealth; social security, health, and unemployment protection; and the implications of welfare policy for class, race, and gender in contemporary society. This course may qualify as a comparative politics or an American politics unit, depending on the choice of a student's research paper topic. *Prerequisite: one Grade II unit in American or comparative*

European politics or macroeconomics or European history; open to juniors and seniors without prerequisite by permission of the instructor.

Mr. Krieger

POL2 304 (2)(B²) (MR) State and Society in East Asia

An examination of the relationship between governments and social forces in Northeast and Southeast Asia. Countries to be considered include Japan, Korea, Taiwan, Singapore, the Philippines, Malaysia, Thailand, and Indonesia. The course takes a thematic approach to analyzing the political development and changing international role of these countries in the second half of the twentieth century. Among the issues to be considered are: authoritarianism, military rule, democratization, labor movements, gender politics, nationalism, and relations with the West. *Prerequisite: one Grade II unit in comparative politics or permission of the instructor.*

Ms. Moon

POL2 305 (2)(B²)(MR) Seminar. The Military in Politics

Focus on relations between the military and politics. Emphasis on the varieties of military involvement in politics, the causes of direct military intervention in political systems, and the consequences of military influence over political decisions. Themes include the evolution of the professional soldier, military influence in contemporary industrial society and the prevalence of military regimes in Third World nations. Case studies of the United States, Brazil, Peru, Nigeria, Ghana, Egypt. *Prerequisite: Open to juniors and seniors by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.*

Ms. Wasserspring

POL2 306 (2)(B²) (MR) Seminar. Revolutions in the Modern World

Topic for 1996–97: Revolution and War in Vietnam. An examination of the origins, development, and consequences of the Vietnamese revolution. Topics to be considered include: the impact of French colonialism on traditional Vietnamese society; the role of World War II in shaping nationalism and communism in Vietnam; the motives, stages, and strategies of American intervention in Vietnam; leadership, organization, and tactics of the Vietnamese revolutionary movement; the expansion of the conflict to Cambodia and Laos; the anti-war movement in the

United States; lessons and legacies of the Vietnam War; and political and economic development in Vietnam since the end of the war in 1975. *Prerequisite: one Grade II unit in comparative politics and/or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.*

Mr. Joseph

POL2 307 (1)(B²)(MR) Seminar. Women and Development

A comparative analysis of the impact of change on gender in the Third World. The status of women in traditional societies, the impact of “development” upon peasant women, female urban migration experiences and the impact of the urban environment on women’s lives in the Third World are themes to be considered. Special emphasis will be placed on the role of the state in altering or reinforcing gender stereotypes. Emphasis as well will be on comparing cultural conceptions of gender and the factors which enhance or hinder the transformation of these views. Examples will be drawn from all regions of the Third World. *Prerequisite: Open to juniors or seniors who have taken 204, 206, 207, 208, or 209; or by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.*

Ms. Wasserspring

POL2 308 (B²) Environmental Politics in Industrialized Societies

NOT OFFERED IN 1996–97. An examination of: (1) the emergence and development of environmental philosophies (e.g., conservation, preservation, deep ecology) and the policy agendas associated with them; (2) comparative analysis of environmental politics and policy making in the advanced industrialized countries and the former communist bloc; and (3) the politics of international environmental cooperation. Case studies will include nuclear power, global warming, transboundary air pollution, and the “spotted owl” controversy in the United States. This course may qualify as either a comparative politics or an international relations unit, depending upon the student’s choice of research paper topic. *Prerequisites: one unit in comparative politics or one unit in international relations; open to other qualified students by permission of the instructor.*

International Relations

POL3 221 (1)(2)(B²) World Politics

An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the sources of tension and conflict, and the modes of accommodation and conflict resolution. *Prerequisite: one unit in history or political science.*

Ms. Cohen, Mr. Murphy, Ms. Moon

POL3 224 (2)(B²) International Security

War as a central dilemma of international politics. Shifting causes and escalating consequences of warfare since the industrial revolution. Emphasis on the risk and avoidance of armed conflict in the contemporary period, the spread of nuclear and conventional military capabilities, arms transfer, arms competition, peacekeeping and arms control. *Prerequisite: one unit in international relations or permission of the instructor.*

Mr. Paarlberg

POL3 321 (1)(B²) The United States in World Politics

An exploration of American foreign policy since 1945. Readings will include general critiques and case studies designed to illuminate both the processes of policy formulation and the substance of policies pursued. Consideration of future prospects. *Prerequisite: Political Science 221 or by permission of the instructor.*

Miss Miller

POL3 322 (B²) Gender in World Politics

NOT OFFERED IN 1996–97. The course will examine gender constructions in world politics and assess the roles of women as leaders, actors, and objects of foreign policy. Some topics include gender biases in international relations theories, institutions, and policies; women's relationship to state; feminist analysis of war/peace, political economy, and human rights; coalition-building around issues of gender. *Prerequisite: 221 or permission of the instructor.*

Ms. Moon

POL3 323 (1)(B²) The Politics of Economic Interdependence

A review of the politics of international economic relations, including trade, money, and multinational investment within the industrial world and also among rich and poor countries. Political explanations will be sought for the differing eco-

nomic performance of states in Asia, Africa, and Latin America. Global issues discussed will include food, population, energy, environment. *Prerequisite: one unit in international relations or comparative politics.*

Mr. Paarlberg

POL3 327 (2)(B²) International Organization

The changing role of international institutions since the League of Nations. Emphasis on the UN, plus examination of specialized agencies, multilateral conferences and regional or functional economic and security organizations. The theory and practice of integration beyond the nationstate, as well as the creation and destruction of international regimes. *Prerequisite: one unit in international relations or comparative politics.*

Mr. Murphy

POL3 328 (1)(B²) After the Cold War

An exploration of contentious issues in world politics since 1989. Stress on transitions and transformations in global, regional, and functional settings. *Prerequisite: Political Science 221 or by permission of the instructor.*

Miss Miller

POL3 329 (2)(B²) International Law

An exploration of the meaning of the "rule of law" in a global context. The course focuses on three themes. First, the classic form of international law, including the concepts of statehood and sovereignty, the relationship of nations to each other, and the growth of international organizations. The second theme is the role and responsibility of individuals in international law, especially in the area of human rights. The third theme is the developing international law of the earth's common areas, specifically the oceans, space, and the environment. *Prerequisite: one Grade II unit in international relations, or legal studies, or by permission of the instructor. This is a joint Wellesley-Babson course, which will be taught at Wellesley in 1996–97.*

Ms. Hotchkiss

POL3 330 (B²) Seminar. Negotiation and Bargaining

NOT OFFERED IN 1996–97. An examination of modern diplomacy in bilateral and multilateral settings from the perspectives of both theorists and practitioners. Consideration of the roles of personalities, national styles of statecraft and domestic constraints in contemporary case stud-

ies. *Prerequisite: Political Science 221 and by permission of the instructor. Enrollment limited; apply in writing to instructor.*

Miss Miller

POL3 331 (1)(B²) Seminar. Women, War, and Peace

Cross-cultural and cross-national examination of the relationship between gender and various institutions and processes of war and peace, including military organization, ideology, decision-making, strategy, pacifism, and peace movements. Specific issues to be considered include: the politics surrounding women as soldiers, camp followers, and civilian supporters of military establishments, the politics of "maternal thinking," eco-feminism, and women-only peace camps as challenges to military ideology and practice. This course may qualify as either an international relations or a comparative politics unit, depending upon the student's choice of research paper topic. *Prerequisite: one Grade II unit in either international relations or comparative politics or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.*

Ms. Moon

POL3 332 (2)(B²) Seminar. People, Agriculture, and the Environment

An examination of linkages between agricultural production, population growth, and environmental degradation, especially in the countries of the developing world. Political explanations will be sought for deforestation, desertification, habitat destruction, species loss, water pollution, flooding, salinization, chemical poisoning, and soil erosion—all of which are products of agriculture. These political explanations will include past and present interactions with rich countries, as well as factors currently internal to poor countries. Attention will be paid to the local, national, and international options currently available to remedy the destruction of rural environments in the developing world. Enrollment limited to juniors and seniors; apply in writing to the instructor. This course may qualify as either a comparative politics or an international relations unit, depending upon the student's choice of research paper topic. *Prerequisite: Political Science 204 or 323.*

Mr. Paarlberg

POL3 348 (1)(B²) Seminar. Problems in North-South Relations

An exploration of historical and contemporary relations between advanced industrial countries and less developed countries, with emphasis on imperialism, decolonization, interdependence, and superpower competition as key variables. Consideration of systemic, regional, and domestic political perspectives. Stress on the uses of trade, aid, investment and military intervention as foreign policy instruments. *Prerequisite: one unit in international relations or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.*

Mr. Murphy

Political Theory

POL4 240 (1)(B²) Classical and Medieval Political Theory

Study of selected classical, medieval, and early modern writers, including Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther and Calvin. Emphasis on the logic of each theorist's argument, including such questions as the nature of human sociability, possible—and best—forms of government, and the question why we should obey government and the limits to that obedience. Exploration of diverse understandings of the concepts of justice, freedom and equality. Attention is paid to the historical context within which a political theory is written. *Prerequisite: one unit in political science, philosophy, or European history.*

Mr. Stettner

POL4 241 (2)(B²) Modern Political Theory

Study of the development of Western political theory from the 17th to 19th centuries. Among the theorists read are Hobbes, Locke, Hume, Rousseau, Burke, Wollstonecraft, Mill, Hegel and Marx. Emphasis on the logic of each theorist's argument, including such questions as the nature of human sociability, possible—and best—forms of government, and the question why we should obey government and the limits to that obedience. Exploration of diverse understandings of the concepts of justice, freedom and equality. Attention is paid to the historical context within which a political theory is written. *Prerequisite: one unit in political science, philosophy, or European history.*

Mr. Stettner

POL4 242 (1)(B²) Contemporary Political Theory

NOT OFFERED IN 1996–97. Study of contemporary 20th-century political and social theories, including existentialism, and contemporary variants of Marxist, fascist, neoconservative, and democratic theories. Attention will be paid to theoretically grounded approaches to political inquiry, including functionalism, structuralism, and post-modernist theory. *Prerequisite: one unit in political theory, or social theory, or political philosophy; or by permission of the instructor.*

POL4 245 (1)(B²) Issues in Political Theory

Study of the theoretical dimensions of selected political issues, such as the limits of obedience to government (exploring such concepts as authority, obligation, civil disobedience, and revolution), arguments for and against democracy, the diverse understandings of concepts such as liberty, rights, equality and justice. Attention will be paid to the interpretations of these topics made possible by gender, sexual, and racial/ethnic differences. Readings from classical, modern, and contemporary sources. *Prerequisite: one unit in political science, philosophy, or history, or by permission of the instructor.*

Mr. Martel

POL4 247 (2)(B²) Theories of Political Economy

This course is an introduction to theories about the relationship between political and economic change in the West since the mid-seventeenth century. The course will look at classical theorists of the political economy of capitalism (Locke, Smith, Ricardo, and Malthus), fundamental criticisms of the liberal market economy and capitalist development (Fourier, Marx, Luxembourg, and Polanyi), and other modern theorists who focus on issues such as gender, consumer culture, and the role of government in managing the economy (Mill, Gilman, Veblen, and Keynes). Theories will be considered in the context of the great historical trends of their times, including the Industrial Revolution, the expansion (and decline) of the British empire, the rise of American power, and the emergence of the modern welfare state. No economics background is necessary for this class. *Prerequisites: one course in either political science or economics.*

Mr. Martel

POL4 340 (2)(B²) American Political Thought

Examination of American political writing, with emphasis given to the Constitutional period, Progressive Era, and to contemporary sources. Questions raised include: origins of American institutions, including rationale for federalism and separation of powers, role of President and Congress, judicial review; American interpretations of democracy, equality, freedom and justice; legitimate powers of central and local governments. Attention paid to historical context and to importance for modern political analysis. *Prerequisite: one Grade II unit in political theory, American politics, or American history, or by permission of the instructor.*

Mr. Stettner

POL4 342 (1)(B²) Marxist Political Theory

Study of the fundamental concepts of Marxist theory, including alienation, the materialist conception of history, class formation and class struggle. Particular attention will be paid to Marx's theory of politics. The applicability of Marxist theory to contemporary political developments will be assessed. Study of contemporary Marxist theory will emphasize issues of class, race and gender. *Prerequisite: one Grade II unit in political theory or by permission of the instructor.*

Mr. Krieger

POL4 344 (2)(B²) Seminar. Feminist Political Theory

Examination of 19th and 20th century feminist theory with a focus on contemporary debates, particularly the nature of gender, sexuality, and difference in light of postmodern criticism. From this perspective, the course analyzes the feminist critique of liberalism, capitalism and patriarchy. Authors to be read will include Charlotte Perkins Gilman, John Stuart Mill, Emily Dickinson, and contemporary theorists such as Judith Butler, Carol Gilligan, bell hooks and Seyla Benhabib. *Prerequisite: one Grade II unit in political theory, philosophy, or women's studies. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.*

Mr. Martell

POL4 347 (1)(B²) Seminar. Utopian Political Thought

NOT OFFERED IN 1996–97. Study of selected Renaissance, modern and contemporary Utopian writings. Readings selected from such authors as Thomas More, Campanella, Francis

Bacon, James Harrington, Jonathan Swift, Samuel Butler, Charles Fourier, Charlotte Perkins Gilman, and Edward Bellamy. We will also examine some contemporary utopias and anti-utopias. Consideration of why writers choose to write political utopias and how these compare to other political theories. *Prerequisite: permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.*

POL4 349 (1)(B²) Seminar. Liberalism

Study of the development of liberal political theory. Emphasis on the origins of liberalism in such theorists as Locke, Montesquieu, Jefferson, and Mill; adaptation of liberalism to the welfare state in Britain and the United States by T.H. Green, Hobhouse and the American progressives; development of contemporary American liberalism by political figures such as F.D. Roosevelt, Johnson and Humphrey, and theorists such as Rawls and Flathman. Some attention to critiques of liberalism by social democratic, communitarian and neo-conservative writers. *Prerequisite: one Grade II unit in political theory, or by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.*

Mr. Stettner

Research, Individual Study, and Senior Thesis

POLS 350 (1)(2) Research or Individual Study

Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor and plan the project, readings, conferences, and method of examination with the faculty sponsor. *Open to juniors and seniors by permission.*

POLS 360 (1) Senior Thesis Research

By permission of department. See p. 73, Honors.

POLS 370 (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

AFR 205 (B²)(MR)

The Politics of Black Domination in South Africa. *Not offered in 1996-97.*

AFR 215 (B²)(MR)

Introduction to Afro-American Politics. *Not offered in 1996-97.*

AFR 245 (B²)(MR)

Caribbean and African Comparative Politics. *Not offered in 1996-97.*

AFR 306 (2)(B²)(MR)

Urban Development and Planning: Comparative Case Studies. *Not offered in 1996-97.*

AFR 318 (B²)(MR)

Seminar. Women and the Quest for Modernization and Liberation. *Not offered in 1996-97.*

Attention Called

CLCV 243 (B¹)

Roman Law. *Not offered in 1996-97. Offered in 1997-98.*

EXTD 203 (1)(B¹ or B²)

Ethical and Social Issues in Genetics

Directions for Election

Either Political Science 101 or 102 is strongly recommended for all further work in Political Science, particularly for those who are considering a major in the Department. Students may take either 101 or 102, but not both. Majors are also strongly encouraged, but not required, to take Political Science 199, Introduction to Social Science Data Analysis.

A major in Political Science consists of at least 9 units (8 units for the Class of 1997 and before). Introductory courses (101, 102, and 199) may be counted as a unit of credit toward the major, but not toward a subfield distribution requirement (see below). In the process of fulfilling their major, students are encouraged to take at least one course or seminar that focuses on the politics of a culture other than their own.

The Department of Political Science divides its courses beyond the introductory level into four subfields: American Politics and Law, Comparative Politics, International Relations, and Political Theory. In order to ensure that Political Science majors familiarize themselves with the substantive concerns and methodologies employed throughout the discipline, all majors must take one Grade II (200-level) or Grade III (300-level) unit in each of the four subfields offered by the Department. Recommended first courses in the four subfields are: in American Politics and Law: 200; in Comparative Politics: 204 or 205; in International Relations: 221; in Political Theory: 240, 241 or 245.

In addition to the subfield distribution requirement, all majors must do advanced work (Grade III) in at least two of the four subfields; a minimum of one of these Grade III units must be a seminar, which normally requires a major research paper. *Admission to department seminars is by permission of the instructor only. Interested students must fill out a seminar application, which is available in the Political Science office prior to preregistration for each term.* Majors should begin applying for seminars during their junior year in order to be certain of fulfilling this requirement. Majors are encouraged to take more than the minimum number of required Grade III courses.

Ordinarily, a minimum of 5 courses for the major must be taken at Wellesley, as must the courses that are used to fulfill at least two of the four subfield distribution and the seminar requirement. The Department does not grant transfer credit at the Grade III level for either the major or for College distribution or degree requirements.

Although Wellesley College does not grant academic credit for participation in intern programs, students who take part in the Washington Summer Internship Program may arrange with a faculty member to undertake a unit of 350, Research or Individual Study, related to the internship experience.

Students may receive units of College credit if they achieve a grade of 4 or 5 on the American Government and Politics or the Comparative Politics Advanced Placement Examinations. Such AP credits do not count toward the minimum number of courses required for the political science

major nor for the American or Comparative subfield distribution requirements for the major. If a student does receive a unit of College credit for the American Politics Exam, she may not take Political Science 200 (American Politics). Students who are uncertain whether to receive a College AP credit in American Politics or to take Political Science 200 should consult with a member of the department who specializes in American politics or law.

Majors who are interested in writing a senior honors thesis are urged to discuss their ideas and plans with either their advisor or the Department chair as early as possible in their junior year. Students considering going to graduate school for a Ph.D. in Political Science should talk with their advisors about appropriate preparation in quantitative methods and foreign languages.

Psychobiology

AN INTERDEPARTMENTAL MAJOR

Co-Directors: *Koff, Berger-Sweeney*

The Departments of Psychology and Biological Sciences offer an interdepartmental major in psychobiology which provides opportunity for interdisciplinary study of the biological bases of behavior.

A major in psychobiology must include the following core courses: Psychology 101, 205, and a research methods course (207R, 210R, 212R, 214R, 222R or 248R); Biological Sciences 110, 111, and 213. Majors must elect at least one other Grade II course from each department. To be eligible for the Honors program, students must have completed all of the above by the end of the junior year. Additionally, majors must elect two Grade III courses. Acceptable Grade III courses in Biological Sciences are 302, 306, and 315; acceptable Grade III courses in Psychology are 318 and 319. Any other Grade III courses must be specifically approved by the directors.

PSBI 350 (1)(2) Research or Individual Study

Open by permission to juniors and seniors.

PSBI 360 (1)(2) Senior Thesis Research

By permission of director. See p. 73, Honors.

PSBI 370 (1)(2) Senior Thesis

Prerequisite: 360.

Psychology

Professor: *Zimmerman, Furumoto, Schiavo, Clinchy, Koff (Chair), Pillemer, Cheek, Akert*

Associate Professor: *Lucas, Hennessey^A, Norem, Mansfield, Berman*

Visiting Associate Professor: *Carli*

Assistant Professor: *Wink, Genero^A, Keane, Brachfeld-Child, Kulik-Johnson, Donahue*

Laboratory Instructor: *Van Manen*

PSYC 101 (1)(2)(B²) Introduction to Psychology

Study of selected research problems from areas such as personality, child development, learning, cognition, and social psychology to demonstrate ways in which psychologists study behavior. *Open to all students.*

The Staff

PSYC 205 (1)(2)(B²) Statistics with Laboratory

The application of statistical techniques to the analysis of psychological data. Major emphasis on the understanding of statistics found in published research and as preparation for the student's own research in more advanced courses. Three periods of combined lecture-laboratory. *Prerequisite: 101.*

Ms. Carli

PSYC 207 (1)(2)(B²) Developmental Psychology

Behavior and psychological development in infancy, childhood, and adolescence. An examination of theory and research pertaining to personality, social, and cognitive development. Lecture, discussion, demonstration, and observation of children. Observations at the Child Study Center required. *Prerequisite: 101.*

Ms. Mansfield, Ms. Brachfeld-Child

PSYC 207R (1)(2)(B²) Research Methods in Developmental Psychology

An introduction to research methods appropriate to the study of human development. Individual and group projects. Laboratory. Each section typically limited to twelve students. Observations at the Child Study Center required. 1.25 units of credit. *Prerequisite: 205 and 207.*

Mr. Pillemer, Ms. Brachfeld-Child

PSYC 208 (2)(B²) Adolescence

Consideration of physical, cognitive, social and personality development during adolescence. *Prerequisite: 101.*

Ms. Kulik-Johnson

PSYC 210 (1)(2)(B²) Social Psychology

The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction. *Prerequisite: 101.*

Ms. Akert

PSYC 210R (1)(2)(B²) Research Methods in Social Psychology

An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory. Each section typically limited to twelve students. 1.25 units of credit. *Prerequisite: 205 and 210 or 211.*

Ms. Akert, Ms. Carli

PSYC 211 (1)(B²) Group Psychology

Study of everyday interaction of individuals in groups. Introduction to theory and research on the psychological processes related to group structure and formation, leadership, communication patterns, etc. *Prerequisite: 101.*

Mr. Schiavo

PSYC 212 (1)(2)(B²) Personality

A comparison of major ways of conceiving and studying personality, including the work of Freud, Jung, behaviorists, humanists and social learning theorists. Introduction to major debates and research findings in contemporary personality psychology. *Prerequisite: 101.*

Mr. Cheek, Ms. Noren

PSYC 212R (1)(2)(B²) Research Methods in Personality

An introduction to research methods appropriate to the study of personality. Individual and group projects. Laboratory. Each section typically limited to twelve students. 1.25 units of credit. *Prerequisite: 205 and 212.*

Mr. Cheek, Ms. Noren

PSYC 214R (2)(B²) Research Methods in Cognitive Psychology

Introduction to research methods appropriate to the study of human cognition (i.e., how people take in, interpret, organize, remember, and use information in their daily lives). Individual and group projects. Laboratory. Each section typically limited to 12 students. 1.25 units of credit. *Prerequisite: 205 and one of the following, 215, 216, 217, 218, 219, Biological Sciences 213.*

Ms. Keane

PSYC 215 (2)(B²) Memory

Introduction to the study of human memory. Examines processes underlying encoding, storage, and retrieval of information. Will review theoretical models focusing on distinctions between different forms of memory including short-term and long-term memory, implicit and explicit memory, episodic and semantic memory. Factors contributing to forgetting and distortion of memory will also be discussed. *Prerequisite: 101.*

Ms. Keane

PSYC 216 (1)(B²) Psychology of Language

Introduction to the study of the cognitive processes underlying language use. Topics include the relationship between language and thought, the development of language ability, and the computation of syntactic structure. The biological basis of language behavior will also be examined. *Prerequisite: 101.*

Ms. Lucas

PSYC 217 (2)(B²) Cognition

Cognitive psychology is the study of the capabilities and limitations of the human mind when viewed as a system for processing information. An examination of basic issues and research in cognition focusing on attention, pattern recognition, memory, language and decision-making. *Prerequisite: 101.*

Ms. Lucas

PSYC 218 (1)(B²) Sensation and Perception

A survey of the human senses from stimulus to perception. Topics include basic features in vision: color, form, orientation and size; perception of the third dimension; illusions; attention; limits on perception; and the effects of experience and development. Relevant neurophysiological and clinical examples will be reviewed. Laboratory demonstrations. *Prerequisite: 101.*

Ms. Keane

PSYC 219 (1)(B²) Physiological Psychology

Introduction to the biological bases of behavior. Topics include structure and function of the nervous system, sensory processing, sleep, reproductive behavior, emotion, learning and memory, language, and mental disorders. Not open to students who have taken Biological Sciences 213. *Prerequisite:* 101.

Mrs. Koff

PSYC 222R (2)(B²) Research Methods in the Study of Individual Lives

An introduction to research methods appropriate to the study of individual lives. Individual and group projects. Laboratory. Typically limited to twelve students. 1.25 units of credit. *Prerequisite:* 205 and one other 200-level Psychology course.

Mrs. Furumoto

PSYC 245 (B²)(MR) Cultural Psychology

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. Examines how and why cultural factors affect social and developmental psychological processes. Individual, interpersonal, and contextual factors are considered to expand our understanding of increasingly diverse environments. *Prerequisite:* 101.

PSYC 248 (B²) Psychology of Teaching, Learning, and Motivation

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. The psychology of preschool, primary, secondary, and college education. Investigation of the many contributions of psychology to both educational theory and practice. Topics include student development in the cognitive, social and emotional realms; assessment of student variability and performance; interpretation and evaluation of standardized tests and measurements; classroom management; teaching style; tracking and ability grouping; motivation; and teacher effectiveness. *Prerequisite:* 101.

PSYC 248R (2)(B²) Research Methods in Educational Psychology

NOT OFFERED IN 1996–97. An introduction to research methods appropriate to the study of educational psychology. Individual and group projects. Laboratory. Each section typically limited to twelve students. Observations at the Child Study Center and other classroom locations required. 1.25 units of credit. *Prerequisite:* 205 and 248.

PSYC 301(B²) Seminar. Child Development and Social Problems

NOT OFFERED IN 1996–97. Emphasis on how current social problems may impact children's social, emotional, and cognitive development. *Open to juniors and seniors who have taken two Grade II units including 207 and excluding 205, or by permission of the instructor.*

PSYC 302 (1)(B²) Health Psychology

An exploration of the role of psychological factors in preventing illness and maintaining good health, in the treatment of illness, and in adjustment to ongoing illness. *Open to students who have taken two Grade II units, excluding 205, or by permission of the instructor.*

Mr. Berman

PSYC 303 (1)(B²) Psychology of Gender

An examination of different theoretical approaches to the study of sex and gender, the social construction and maintenance of gender and current research on gender differences. Topics will include review of arguments about appropriate methods for studying sex and gender and its "legitimacy" as a research focus, gender roles and gender socialization, potential biological bases of gender differences, and the potential for change in different sex-typical behaviors. *Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor.*

Ms. Norem

PSYC 308 (B²) Selected Topics in Clinical Psychology

NOT OFFERED IN 1996–97. This course examines theory, research, and practice in clinical psychology. *Open to juniors and seniors who have taken two Grade II units, including 212 and excluding 205, or by permission of the instructor.*

PSYC 309 (1)(B²) Abnormal Psychology

An examination of major psychological disorder with special emphasis on phenomenology. Behavioral treatment of anxiety-based disorders, cognitive treatment of depression, psychoanalytic therapy of personality disorders, and biochemical treatment of schizophrenia will receive special attention. Other models of psychopathology will also be discussed. *Open to juniors and seniors who have taken two Grade II units, including 212 and excluding 205, or by permission of the instructor.*

Mr. Wink

PSYC 311 (2)(B²) Seminar. Social Psychology

Children and the Physical Environment. Exploration of the field of environmental psychology, the influence of the physical environment on behavior and feelings, with particular attention to children. Emphasis upon relevant concepts such as crowding, privacy, territoriality, and personal space. Specific settings (e.g., urban environments, neighborhoods, playgrounds, classrooms, homes) investigated. Students (in small groups) use observation, interview, or questionnaire techniques to pursue research topics. Individual seminar reports. *Open to juniors and seniors who have taken two Grade II units, including either 207, 210 or 211 and excluding 205, or by permission of the instructor.*

Mr. Schiavo

PSYC 316 (1)(B²) Seminar. Psycholinguistics

An exploration of the innateness, modularity, and species-specificity theses. Evidence for critical periods in language learning, for a genetic basis for language impairments, and for the linguistic specialization of brain areas will be examined. Arguments that language emerged abruptly in hominid evolution will also be evaluated. *Prerequisite: Open to juniors and seniors who have taken 216 and one other Grade II unit, or by permission of the instructor. Language Studies 114 may be substituted for either Grade II unit.*

Ms. Lucas

PSYC 317 (2)(B²) Seminar. Psychological Development in Adults

Exploration of age-related crises and dilemmas in the context of contemporary psychological theory and research. Topics include: intellectual development in adulthood; changing conceptions of truth and moral value; the evolution of identity; gender differences in development. Students will carry out independent or collaborative research related to these topics, involving interviewing and qualitative data analysis. *Open to juniors and seniors who have taken two Grade II units excluding 205.*

Mrs. Clinchy

PSYC 318 (2)(B²) Seminar. Brain and Behavior

Selected topics in brain-behavior relationships. Emphasis on the neuropsychology of human emotion. Topics include right hemisphere involvement in perception and expression of emotion, facial expression of emotion, emotional disturbances, lateralization of emotion in infants and children, and neuroanatomy and neuro-

chemistry of emotion. *Open to juniors and seniors who have taken two Grade II units, including one of the following: 215, 216, 217, 218, 219, Biological Sciences 213, and one other Grade II course, excluding 205.*

Mrs. Koff

PSYC 319 (1)(B²) Neuropsychology

An exploration of the neural underpinnings of higher cognitive function based on evidence from individuals with brain damage. Major neuroanatomical systems will be reviewed. Topics include motor and sensory function, attention, memory, language, and hemispheric specialization. *Open to juniors and seniors who have taken two Grade II units, including either 219 or Biological Sciences 213, and excluding 205.*

Ms. Keane

PSYC 325 (B²) Seminar. History of Psychology

NOT OFFERED IN 1996-97. OFFERED IN 1997-98. History of anorexia nervosa from its identification and naming in the 1870s in Great Britain and France to the debates in the United States surrounding its explanation and treatment from the 1940s to the present. The seminar will explore the role of culture, gender, and sociohistorical change in the emergence of this modern disorder. *Open to juniors and seniors who have taken 101.*

PSYC 329 (B²) Seminar. Lives in Transition

NOT OFFERED IN 1996-97. An examination of how people cope with transitions in their adult lives. Particular emphasis on issues of personality and personality change in response to life changes. Topics include: transition from home to college, marriage, parenting, dealing with chronic illness, mid-life crisis, divorce, menarche and menopause, retirement and bereavement. Models of life stages will also be discussed. *Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.*

PSYC 330 (2)(B²) Topics in Cognitive Science

Topic for 1996-97: Consciousness. An interdisciplinary approach to the study of consciousness. Theories and evidence regarding the nature of consciousness will be examined in the context of the disciplines of cognitive psychology, artificial intelligence, philosophy, and neuropsychology. The role of consciousness in attention, memory, and perception will be explored as will the neurological basis for consciousness. *Open to juniors and seniors who have taken two Grade II*

units, including one of the following: 215, 216, 217, 218, 219, and one other Grade II course excluding 205, or by permission of the instructor.

Ms. Lucas

PSYC 331 (2)(B²) Seminar. Psychology of the Self

An examination of psychological approaches to understanding the nature of the self from William James (1890) to contemporary theories, including recent developments in psychoanalytic theory. Topics include: self-awareness, self-esteem, self-presentation, self-actualization, and psychopathology of the self. Development of the self throughout the life span. *Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor to other qualified students.*

Mr. Cheek

PSYC 333 (2)(B²) Clinical and Educational Assessment

Current approaches to the psychological appraisal of individual differences in personality, intelligence, and special abilities will be investigated through the use of cases. Tests included in the survey are: MMPI, CPI, WAIS, Rorschach and the TAT. Special emphasis will be placed on test interpretation, report writing, and an understanding of basic psychometric concepts such as validity, reliability, and norms. Useful for students intending to pursue graduate study in clinical, personality, occupational, or school psychology. *Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.*

Mr. Wink

PSYC 340 (1)(B²) Organizational Psychology

An examination of key topics such as: social environment of the work place, motivation and morale, change and conflict, quality of worklife, work group dynamics, leadership, culture, and the impact of work force demographics (gender, race, socioeconomic status). Experiential activities, cases, theory and research. *Prerequisite: Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor.*

Ms. Carli

PSYC 345 (2) (B²) Seminar. Selected Topics in Developmental Psychology

Early Social Development. Examination of major psychological theories and research concerning

human development from infancy through early childhood. Topics will include the child's interactions with mother, father and siblings; effects of divorce; the social construction of gender; effects of television; day care; child abuse; play and friendship. Includes class visits to the Wellesley College Child Study Center. *Open to juniors and seniors who have taken two Grade II units, excluding 205, and including 207.*

Ms. Brachfeld-Child

PSYC 347 (B²)(MR) Seminar. Ethnicity and Social Identity

NOT OFFERED IN 1996-97. OFFERED IN 1997-98. Examines the social and developmental aspects of identity with a special focus on ethnicity. The social construction of culture, interpersonal functioning, ethnic group differences, and expectations will be explored as they relate to identity development. The influence of race, gender and class will also be considered. *Open to juniors and seniors who have taken two Grade II units excluding 205, and including 245, or by permission of the instructor.*

PSYC 349 (2)(B²) Seminar. Nonverbal Communication

An examination of the use of nonverbal communication in social interactions. Systematic observation of nonverbal behavior, especially facial expression, tone of voice, gestures, personal space, and body movement. Readings include scientific studies and descriptive accounts. Students have the opportunity to conduct original, empirical research. Issues include: the communication of emotion; cultural and gender differences; the detection of deception; the impact of nonverbal cues on impression formation; nonverbal communication in specific settings (e.g., counseling, education, interpersonal relationships). *Open to juniors and seniors who have taken two Grade II units, excluding 205, and including 210.*

Ms. Akert

PSYC 350 (1)(2) Research or Individual Study
Open by permission to juniors and seniors.

PSYC 360 (1)(2) Senior Thesis Research
By permission of department. See p. 73, Honors.

PSYC 370 (1)(2) Senior Thesis
Prerequisite: 360.

Cross-Listed Courses

For Credit

BISC 213 (1)(2)(C)

Biology of Brain and Behavior with Laboratory

LANG 322 (2)(B²)

Child Language Acquisition

Attention Called

EXTD 203 (1)(B¹ or B²)

Ethical and Social Issues in Genetics

EXTD 204 (2)(B¹ or B²)

Women and Motherhood

PHIL 215 (1)(B¹)

Philosophy of Mind

Advanced placement credit exempts students from the prerequisite of Psychology 101 for courses numbered 200 or above in the department. First-year students with advanced placement wishing to enter such courses are advised to consult with the chair or the instructor in the course in which they wish to enroll. The unit given to students for advanced placement in psychology does not count toward the minimum psychology major or minor at Wellesley.

Directions for Election

Majors in psychology must take at least nine courses, including 101, 205, one research course, three additional Grade II courses, and two Grade III courses, one of which must be numbered 301–349. Students are required to take at least one course numbered 207–212 and at least one course numbered 215–219 or Biological Sciences 213. The Department offers six research courses: 207R, 210R, 212R, 214R, 222R and 248R. Students who anticipate applying to the honors program must complete the research course by the end of the junior year. At least five of the courses for the major must be taken in the Department.

A Minor in psychology (five courses) consists of: (A) 101, and (B) one course at the 300-level, and (C) three additional courses. Psychology 350 does not count as one of the five courses for the minor. At least three of the courses for the minor must be taken in the Department.

Students interested in an interdepartmental major in psychobiology or cognitive science are referred to the section of the Catalog where the programs are described. They should consult with the directors of the psychobiology or cognitive science programs.

Religion

Professor: Johnson^{A2}, Hobbs, Koder, Marini

Associate Professor: Elkins, Geller Nathanson, Marlow (Chair)

Assistant Professor: Nave, Aaron

REL 100 (B¹) Introduction to Religion

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. A beginning course in the study of religion, with lectures by all members of the department. The first half surveys the world's major religious traditions. The second half examines the interplay between religion and such phenomena as oppression and liberation, the status of women, art and architecture, politics, and modernity. Materials drawn from sources both traditional and contemporary, Eastern and Western. *Open to all students.*

REL 104 (1)(B¹)(MR) Introduction to the Hebrew Bible/Old Testament

Critical introduction to the Hebrew Bible/Old Testament, studying its role in the history and culture of ancient Israel and its relationship to Ancient Near Eastern Cultures. Special focus on the fundamental techniques of literary, historical and source criticism in modern scholarship, with emphasis on the Bible's literary structure and compositional evolution. *Open to all students.*

Mr. Aaron

REL 105 (1)(2)(B¹) Introduction to the New Testament

The writings of the New Testament as diverse expressions of early Christianity. Close reading of the texts, with particular emphasis upon the Gospels and the letters of Paul. Treatment of the literary, theological, and historical dimensions of the Christian scriptures, as well as of methods of interpretation. *Open to all students.*

Mr. Hobbs

REL 107 (B¹) Critical Issues in Modern Religion

NOT OFFERED IN 1996–97. OFFERED 1997–98. Religious advocates and their adversaries from the Enlightenment to the present. The impact of the natural and social sciences on traditional religious beliefs. Readings in Hume, Marx, Darwin, Freud, and Tillich, as well as liberation, feminist, and pluralist theologians. *Open to all students.*

Mr. Johnson

REL 108 (1)(B¹)(MR) Introduction to Asian Religions

An introduction to the major religions of India, Tibet, China and Japan with particular attention to universal questions such as how to overcome the human predicament, how to perceive ultimate reality, and what is the meaning of death and the end of the world. Materials taken from Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Comparisons made, when appropriate, with Hebrew and Christian Scriptures. *Open to all students.*

Mr. Koder

REL 108M (2)(B¹)(MR) Introduction to Asian Religions

A critical examination of conceptions of self, world, and absolute value in the formative texts of the historic religions of West Asia, South Asia and East Asia. Readings and discussions organized around such questions as the human condition, the search for absolute values, the meaning of death and the end of the world. Taught at MIT. Meets HASS-D requirement at MIT for MIT students. *Open to all Wellesley and MIT students.*

Ms. Marlow

REL 140 (B¹) Introduction to Jewish Civilization

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. A survey of the history of the Jewish community from its beginnings to the present. Exploration of the elements of change and continuity within the evolving Jewish community as it interacted with the larger Greco-Roman world, Islam, Christianity, and post-Enlightenment Europe and America. Consideration given to the central ideas and institutions of the Jewish tradition in historical perspective. *Open to all students.*

Ms. Geller Nathanson

REL 160 (2)(B¹)(MR) Introduction to Islamic Civilization

A historical survey of the religion and culture of the Islamic world from the seventh century to the present. Topics include literary and artistic expression, architecture, institutions, philosophical and political thought, religious thought and practice, and modern intellectual life. Attention to the interaction among Arabs, Iranians and Turks in the formation of Islamic culture, and the diverse forms assumed by that culture in areas to which Islam later spread. *Open to all students.*

Ms. Marlow

REL 204 (2)(B¹)(MR) Law in the Ancient Near East and Hebrew Bible/Old Testament

Women and Family Law (marriage and surrogate parenting, divorce, adultery, rape); Slavery (concubinage, gender differences, agency); and Injury Law (torts). Comparative readings in documents from the Ancient Near East including the Hebrew Bible. This course seeks to identify the most ancient principles of justice, law and ethics of Western Civilizations. *Open to all students.*

Mr. Aaron

REL 205(2)(B¹)(MR) Genesis and the Ancient Near East Mythologies

Examination of the historical narrative, mythology and theology of the book of Genesis, especially in comparison with ancient Mesopotamian and Egyptian literatures. Topics include cosmic and human creation stories, the flood motif, Patriarchal/Matriarchal traditions. Methodological introduction to the study of composite texts. *Open to all students.*

Mr. Aaron

REL 206 (B¹)(MR) The Problem of Evil in Ancient Near Eastern Religions

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. Diverse approaches to the problem of evil and suffering in relation to the gods. Readings in the Book of Job, Ecclesiastes, Ancient Mesopotamian and Egyptian Literatures, Gnosticism and the Talmud. Attention also to modern Christian and Jewish responses to issues raised in these texts. *Open to all students.*

Mr. Aaron

REL 210 (B¹) The Gospels

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. A historical study of each of the four canonical Gospels, and of one of the noncanonical Gospels, as distinctive expressions in narrative form of the proclamation concerning Jesus of Nazareth. *Open to all students.*

Mr. Hobbs

REL 211 (1)(B¹) Jesus of Nazareth

Historical study of Jesus, first as he is presented in the Gospels, followed by interpretations of him at several subsequent stages of Christian history. In addition to the basic literary materials, examples from the visual arts and music will be considered, such as works by Michelangelo, Grünewald, J.S. Bach, Beethoven, and Rouault,

as well as a film by Pasolini. The study will conclude with the modern “quest for the historical Jesus.” *Open to all students.*

Mr. Hobbs

REL 212 (B¹) Paul: The Controversies of an Apostle

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. A study of the emergence of the Christian movement with special emphasis upon those experiences and convictions which determined its distinctive character. Intensive analysis of Paul’s thought and the significance of his work in making the transition of Christianity from a Jewish to a Gentile environment. *Open to all students.*

Mr. Hobbs

REL 215 (B¹) Christian Classics

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. Fundamental texts of the Christian tradition examined for their spiritual and theological significance. Works read include Augustine’s *Confessions*, Thomas à Kempis’s *The Imitation of Christ*, Luther’s *On Christian Freedom*, Teresa of Avila’s *Autobiography*, Bunyan’s *The Pilgrim’s Progress*, Martin Luther King, Jr.’s *Strength to Love*. *Open to all students.*

Ms. Elkins

REL 216 (2)(B¹) Christian Thought: 100–1600

Good and evil, free will and determinism, orthodoxy and heresy, scripture and tradition, faith and reason, love of God and love of neighbor: issues in the writings of Christian thinkers—Catholic, Orthodox, and Protestant—from the martyrs to the sixteenth-century reformers. Special attention to the diversity of traditions and religious practices, including the cult of saints, the veneration of icons, and the use of Scripture. *Open to all students.*

Ms. Elkins

REL 218 (B¹) Religion in America

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. A study of the religions of Americans from the colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of American culture and society. Representative readings from the spectrum of American religions including Aztecs and Conquistadors in New Spain, Anne Hutchinson and the Puritans, Jonathan Edwards and John Wesley, Ralph Waldo Emerson, Isaac Meyer

Wise, Mary Baker Eddy, Dorothy Day, Black Elk, and Martin Luther King, Jr. *Open to all students.*
Mr. Marini

REL 220 (1)(B¹) Religious Themes in American Fiction

Human nature and destiny, good and evil, love and hate, loyalty and betrayal, tradition and assimilation, salvation and damnation, God and fate in the novels of Hawthorne, Thoreau, Melville, Harriet Beecher Stowe, Chaim Potok, Rudolfo Anaya, Alice Walker, and Leslie Silko. Reading and discussion of these texts as expressions of the diverse religious cultures of nineteenth- and twentieth-century America. *Open to all students.*

Mr. Marini

REL 221 (1)(B¹) Catholic Studies

Contemporary issues in the Roman Catholic Church, with particular attention to the American situation. Topics include sexual morality, social ethics, spirituality, women's issues, dogma, liberation theology, ecumenism, and inter-religious dialogue. Readings represent a spectrum of positions and include works by Thomas Merton, Dorothy Day, the U.S. bishops, and recent popes. *Open to all students.*

Ms. Elkins

REL 225 (B¹) Women in Christianity

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. Martyrs, mystics, witches, wives, virgins, reformers, and ministers: a survey of women in Christianity from its origins until today. Focus on women's writings, both historical and contemporary. Special attention to modern interpreters—feminists, third-world women, and women of color. *Open to all students.*

Ms. Elkins

REL 226 (B¹)(MR) Liberation Theology

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. An examination of the variety of liberation theologies from 1971 to the present. Focus on the common themes (such as political, economic, and social transformation) and divergent emphases (such as class, gender, race, and religion) of these writings. Readings in Latin American, Black, Jewish, Third World women, and Asian authors. *Open to all students.*

Mr. Johnson

REL 229 (B¹)(MR) Christianity and the Third World

NOT OFFERED IN 1996–97. OFFERED IN 1998–99. An inquiry into the encounter of Christianity with cultures beyond Europe from the sixteenth century to the present. Critical examination of Christian missions and the emergence of indigenized forms of Christianity in the Third World. Particular attention to contemporary movements including Catholic Liberation base communities and Protestant Pentecostal settlements in Latin America, the Native American Church in the United States, Afro-Caribbean Vodun, the New Churches of SubSaharan Africa, and the Evangelical Churches of Korea. *Open to all students.*

Mr. Marini

REL 230 (B¹) Ethics

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. An inquiry into the nature of values and the methods of moral decisionmaking. Examination of selected ethical issues including racism, sexism, economic justice, the environment, and personal freedom. Introduction to case study and ethical theory as tools for determining moral choices. *Open to all students.*

Mr. Marini

REL 231 (1)(B¹) Psychology of Religion

An examination of major psychological studies of religion beginning with William James. Readings primarily drawn from four psychoanalytic traditions: Freud, Jung, ego psychology (Erikson), and object relations (Winnicott). Attention to the feminist critics and advocates of each. *Open to all students.*

Mr. Johnson

REL 241 (1)(B¹)(MR) Emerging Religions: Judaism and Christianity 150 B.C.E.–500 C.E.

Death and resurrection, utopia and salvation, law and tradition, authority and heresy, mysticism and human nature, in the literatures of Rabbinic Judaism and early Christianity. Readings will be drawn from Intertestamental Writings, the Dead Sea Scrolls, Rabbinic Midrash and Talmud, and early Christian writings. *Open to all students.*

Mr. Aaron

REL 243 (1)(B¹)(MR) Women in the Biblical World

The roles and images of women in the Bible, and in early Jewish and Christian literature, examined in the context of the ancient societies in which these documents emerged. Special attention to the relationships among archaeological, legal and literary sources in reconstructing the status of women in these societies. *Open to all students.*

Ms. Geller Nathanson

REL 245 (2)(B¹)(MR) The Holocaust

An examination of the origins, character, course, and consequences of Nazi anti-Semitism during the Third Reich. Special attention to Nazi racialist ideology, and how it shaped policies which affected such groups as the Jews, the disabled, the Roma and the Sinti, Poles and Russians, Afro-Germans, homosexuals, and women. Consideration also of the impact of Nazism on the German medical and teaching professions. *Open to all students.*

Ms. Geller Nathanson

REL 251 (B¹)(MR) Religions in India

NOT OFFERED IN 1996–97. An examination of Indian religions as expressed in sacred texts and arts, religious practices and institutions from 2500 B.C.E. to the present. Concentration on the origins and development of indigenous Indian traditions, such as Brahmanism, Hinduism, and Buddhism, as well as challenges from outside, especially from Islam and the West. *Open to all students.*

Ms. Marlow

REL 253 (B¹)(MR) Buddhist Thought and Practice

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. A study of Buddhist views of the human predicament and its solution, using different teachings and forms of practice from India, Southeast Asia, Tibet, China and Japan. Topics including the historic Buddha's sermons, Buddhist psychology and cosmology, meditation, bodhisattva career, Tibetan Tantricism, Pure Land, Zen, dialogues with and influence on the West. *Open to all students.*

Mr. Kodera

REL 254 (2)(B¹)(MR) Chinese Thought and Religion

Continuity and diversity in the history of Chinese thought and religion from the ancient sage-kings of the third millennium B.C.E. to the present. Topics include: Confucianism, Taoism, Chinese Buddhism, folk religion and their further developments and interaction, as well as the impact of Maoism and its aftermath. Materials drawn from philosophical and religious and literary works. *Open to all students.*

Mr. Kodera

REL 255 (B¹)(MR) Japanese Religion and Culture

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. Constancy and change in the history of Japanese religious thought and its cultural and literary expression from the prehistoric "age of the gods" to contemporary Japan. An examination of Japanese indebtedness to, and independence from, Korea and China, assimilation and rejection of the West, and preservation of indigenous tradition. Topics include: Shinto, distinctively Japanese interpretations of Buddhism, Neo-Confucianism and Christianity, and their role in modernization and nationalism, Western colonialism; and modern Japanese thought as a crossroad of East and West. *Open to all students.*

Mr. Kodera

REL 257 (2) (B¹) Contemplation and Action

An exploration of the relationship between contemplation and action in the spiritual life, East and West. Topics include: self-cultivation and social responsibility; solitude and compassion; human frailty as a basis for courage; anger as an expression of love; Western adaptations of Eastern spirituality; interfaith approaches to social and environmental crises. Readings selected from Confucius, Gautama Buddha, Ryokan, Mahatma Gandhi, Abraham Heschel, Dag Hammarskjöld, Simone Weil, Thomas Merton, Henri Nouwen, Beverly Harrison, Benjamin Hoff, Reuben Habito and others. *Open to all students.*

Mr. Kodera

REL 262 (B¹)(MR) The Formation of the Islamic Religious Tradition

NOT OFFERED IN 1996–97. A historical study of the Islamic religious tradition with particular attention to the early centuries in which it reached its classical form. Topics include the life of Muhammad, the Qur'an and Qur'anic interpretation, Prophetic tradition, law, ethics, theol-

ogy, Shi'ism, and Sufism. Attention to the diversity within the Islamic tradition and to the continuing processes of reinterpretation, into the modern period. *Open to all students.*

Ms. Marlow

REL 263 (B¹)(MR) Islam in the Modern World

NOT OFFERED IN 1996–97. The role of Islam in the development of Turkey, the Arab world, Iran, India and Pakistan in the 19th and 20th centuries. Explores the rise of nationalism, secularism, modernism, “fundamentalism,” and revolution in response to the political, socio-economic, and ideological crises of the colonialist and post-colonialist periods. Issues include legal and educational reform, the status of women, dress, economics. Readings from contemporary Muslim religious scholars, intellectuals, and literary figures. *Open to all students.*

Ms. Marlow

REL 264 (B¹)(MR) Literature of the Islamic World

NOT OFFERED IN 1996–97. OFFERED IN 1998–99. An examination of some major works of Arabic, Persian, Turkish and Urdu literature (in English translation), medieval and modern, religious and secular, in their historical and cultural contexts. Attention to the interaction between local oral literatures and written works. Emphasis on the portrayal of relationships between the individual, the family and the larger community. Readings from the Qur'an, Sufi poetry, the *ta'ziya* (“Passion Play,”) epics, “Mirrors for Princes,” the *Thousand and One Nights*, modern novels, plays and political poetry. *Open to all students, except those who have taken [363].*

Ms. Marlow

REL 298 (2)(A) New Testament Greek

Special features of Koiné Greek. Reading and discussion of selected New Testament texts. *Prerequisite: one year of Greek; or exemption examination; or by permission of the instructor.*

Mr. Hobbs

REL 300 (1)(B¹) Seminar. Issues in the Contemporary Study of Religion

An examination of selected problems of research and interpretation in the contemporary study of religion. Close reading and discussion of recent landmark works from each of the Religion Department's three curricular areas: Biblical Studies, Judaism and Christianity, and Islam and Asian Religions. Special emphasis on student-

faculty discourse about the conceptual foundations of critical scholarship in the field. Strongly recommended for departmental majors and minors. *Prerequisite: junior and senior religion majors and minors, or by permission of the instructor.*

Ms. Geller Nathanson

REL 303 (B¹)(MR) Seminar. Human Sacrifice in Religion

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. A study of sacrifice in Ancient Near East, with emphasis on Judaism and Christianity. Particular attention to the Bible's “Binding of Isaac” story and its later interpretations. Visiting specialists will present comparative studies of sacrifice in Greek, Roman and Aztec religions. *Prerequisite: any course in Hebrew Bible or New Testament or one of the following: 140, 160, 241, 262, or permission of the instructor.*

Mr. Aaron

REL 308 (B¹) Seminar. Paul's Letter to the Romans

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. An exegetical examination of the “Last Will and Testament” of the Apostle Paul, concentrating especially on his theological construction of the Gospel, on his stance vis-à-vis Judaism and its place in salvation-history, and on the theologies of his opponents as revealed in his letters. Members will focus much of their research on current scholarship in the so-called Romans debate. *Prerequisite: at least one course in New Testament.*

Mr. Hobbs

REL 310 (2)(B¹) Seminar. Gospel of Mark

An exegetical examination of the Gospel of Mark, with special emphasis on its character as a literary, historical, and theological construct, presenting the proclamation of the Gospel in narrative form. The gospel's relationships to the Jesus tradition, to the Old Testament/Septuagint, and to the christological struggles in the early church will be focal points of the study. *Prerequisite: at least one course in New Testament.*

Mr. Hobbs

REL 316 (B¹) Seminar. The Virgin Mary

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. The role of the Virgin Mary in historical and contemporary Catholicism. Topics include biblical passages about Mary; her cult in the Middle Ages; and the appearances at Guada-

lupe, Lourdes, and Fatima. Attention also to the relation between concepts of Mary and attitudes toward virginity, the roles of women, and "the feminization of the deity." *Prerequisite: one Grade II course in medieval history, women's studies, or religion or by permission of instructor.*

Ms. Elkins

REL 318 (2)(B¹) Seminar. Religion in Revolutionary America, 1734–1792

American religious culture from the Great Awakening to the Bill of Rights and its relationship to the Revolution. Doctrinal debates, Protestant revivals and sectarian movements, political theologies of the Revolutionary era, religion's role in the drafting and ratification of the Constitution, separation of church and state, sacred poetry, song, and architecture, and popular religious literature. *Prerequisite: one Grade II course in American religion, history, or politics, or permission of the instructor.*

Mr. Marini

REL 323 (1)(B¹) Seminar. Models of God in Feminist Theologies

Topics include: the influence of patriarchal social structures on the images of God dominant in Western religions; and the emergence of alternative concepts of God as articulated from feminist perspectives. Readings in Protestant, Roman Catholic, and Jewish authors, such as Rosemary Ruether, *Sexism and God-Talk*, Catherine Keller, *From a Broken Web*, Judith Plaskow, *Standing Again at Sinai*, and Elizabeth Johnson, *She Who Is*. Attention also given to narrative accounts of women's religious oppression and liberation. *Prerequisite: 226 or permission of instructor.*

Mr. Johnson

REL 342 (B¹)(MR) Seminar. Rabbis, Romans and Archaeology

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. A study of the development of Judaism from the fourth century B.C.E. to the seventh century C.E. An examination of Jewish history and culture in relation to the major religious, social, and political trends of the hellenistic world and of late antiquity. Special attention to the interaction between early Rabbinic Judaism and early Christianity, and to the material culture of the Jewish and Christian communities of Roman and Early Byzantine Palestine. *Open to all students. Prerequisite: one course in Biblical Studies, Judaism, Classical Civilization, or by permission of instructor.*

Ms. Geller Nathanson

REL 350 (1)(2) Research or Individual Study

Open to juniors and seniors by permission.

REL 351 (B¹)(MR) Seminar. Religion and Identity in Modern India

NOT OFFERED IN 1996–97. A study of Indian thought (Hindu, Muslim and Sikh) from the end of the Mughal Empire to the present. Attention to the impact of the British presence on Indian culture and intellectual life, the struggle for independence, the formation of Pakistan, and the rise of "fundamentalisms" throughout the subcontinent. Focus on the intersection of religious and social issues, such as the caste system, the roles and rights of women, and the relationships between majority and minority communities. Readings from Vivekananda, Gandhi, Tagore, Radhakrishnan, Iqbal, Mawdudi, Rushdie. *Open to juniors and seniors, and to sophomores with permission of the instructor.*

Ms. Marlow

REL 353 (B¹)(MR) Seminar. Zen Buddhism

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. Zen, the long known yet little understood tradition, studied with particular attention to its historical and ideological development, meditative practice, and expressions in poetry, painting, and martial arts. *Prerequisite: one course in Asian Religions and by permission of the instructor. Enrollment limited to 15.*

Mr. Kodera

REL 355 (1)(B¹)(MR) Seminar. Modern Japanese Thought

An exploration of how modern Japanese thinkers have preserved Buddhism, Confucianism, Taoism and Shinto, while introducing Western thinkers, such as Kant, Heidegger, Kierkegaard, Dostoyevsky and Marx, and created a synthesis to meet the intellectual and cultural needs of modern Japan. Readings include Nishida Kitaro, *The Logic of Place and a Religious World View*; Watsuji Tetsuro, *Climate and Culture*; Uchimura Kanzo, "No Church Christianity;" Tanabe Hajime, *Philosophy as Metanoia*. *Prerequisite: Religion 255 or equivalent, and permission of the instructor.*

Mr. Kodera

REL 360 (1) Senior Thesis Research

By permission of department. See p. 73, Honors.

REL 362 (B¹)(MR) Seminar. Religion and State in Islam

NOT OFFERED IN 1996–97. OFFERED IN 1998–99. The relationship between religious authority and political legitimacy in the Islamic world from the seventh century to the present. Issues in the premodern period include the problem of justice and the emergence of distinct Sunni and Shi'i ideas of religio-political authority. Issues in the modern period include modernist, secularist, and "fundamentalist" conceptions of religion's role in the nation state. *Prerequisite: Religion 160 or 262, History 286 or equivalent, or by permission of the instructor.*

Ms. Marlow

REL 365 (B¹) Seminar. Images of the Other in the European and Islamic Middle Ages/ENG 315 (A)(1)(MR)

Topic for 1996–97: Images of the Other in the European and Islamic Middle Ages. This team-taught course will include travel narratives by European and Middle Eastern travelers, merchants, and sailors; European Crusader poems and Middle Eastern descriptions of real interactions with Crusaders; religious texts, including Christian-Muslim polemic; love poetry in both traditions written to the transgressive cultural Other; maps and accounts of the marvelous; and fictional stories that feature travel and "orientalism." We will conclude with Shakespeare's famous tragedy of the Moor Othello and his European wife Desdemona. *Prerequisite: 125. Open to juniors and seniors. This course has been designated a seminar for 1996–97. Enrollment is limited to 15.*

Ms. Lynch and Ms. Marlow

REL 370 (2) Senior Thesis

Prerequisite: 360.

HEBR Hebrew 101–102 (1)(2)(A) Elementary Hebrew

Introduction to Classical Hebrew with an emphasis on reading and translation skills. The course will provide a methodical introduction to grammatical forms and rules of syntax, while concentrating on the vocabulary of Hebrew Bible and early post-Biblical Hebrew. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students.*

Ms. Geller Nathanson (1), Mr. Nave (2)

HEBR Hebrew 201–202 (1)(2)(A) Intermediate Hebrew

Building on the foundations in Classical Hebrew provided in Hebrew 101–102 this course will introduce students to Contemporary Hebrew. While it will enhance a student's skill in reading and translation, it will also move her language ability into the realms of writing and speaking. Selected texts from modern Hebrew literature will be used to advance these skills.

Ms. Nave (1)(2)

Cross-Listed Courses

Attention Called

AFR 251 (1)(A)(MR)

Religion in Africa: An Introduction

CLCV 104 (1)(A)

Classical Mythology

CLCV 236/336(B¹)

Greek and Roman Religion. *Not offered in 1996–97.*

HIST 217 (B¹)

The Making of European Jewry, 1085–1815. *Not offered in 1995–96. Offered in 1996–97.*

HIST 218 (1)(B¹)

Jews in the Modern World 1815–Present

HIST 219 (B¹)

The Jews of Spain and the Lands of Islam. *Not offered in 1996–97.*

HIST 326 (B¹)

Seminar. American Jewish History. *Not offered in 1996–97.*

HIST 327 (B¹)

Zionism and Irish Nationalism: A Comparative Perspective. *Not offered in 1996–97.*

HIST 328 (1)(B¹)

Anti-Semitism in Historical Perspective

HIST 367 (B¹)

Seminar. Jewish Ethnicity and Citizenship. *Not offered in 1996–97.*

ME/R Studies 249 (2)(A)

Imagining the Afterlife

Directions for Election

In a liberal arts college, the study of religion constitutes an integral part of the humanities and social sciences. Recognizing religion as an elemental expression of human life and culture, past and present, the department offers courses in the major religious traditions of the East and the West. These courses examine both the individual and the collective dimensions of religion and approach their subject from a variety of perspectives including historical and textual, theological and social scientific.

The major consists of a minimum of eight courses, at least two of which are to be at the 300 level. To promote breadth, majors shall complete one course in each of three areas: Biblical Studies; Judaism and Christianity; Islam and Asian Religions. To ensure depth, majors shall present a concentration including at least three courses, of which one must be a 300-level course, within ONE of three areas: Biblical Studies; Judaism and Christianity; Islam and Asian Religions.

The minor consists of a minimum of five courses, at least one of which is to be at the 300 level, and no more than two of which can be at the 100 level. Three of the five courses, including a 300-level course, shall be within ONE of three areas: Biblical Studies; Judaism and Christianity; Islam and Asian Religions.

Students majoring or minoring in religion will discuss the structure of their program with a faculty advisor. The Department offers Religion 300: Senior Seminar: Issues in the Contemporary Study of Religion, as a capstone experience strongly recommended for senior majors and minors.

For some students, studies in the original language of religious traditions will be especially valuable. Hebrew and New Testament Greek are available in this department. The Religion Department offers courses in Elementary and Intermediate Hebrew. See p. 249. Religion 298 (New Testament Greek) and more advanced courses in Hebrew can be credited toward both the major and the minor. Latin, Chinese, and Japanese are available elsewhere in the College; majors interested in pursuing language study should consult their advisors to determine the appropriateness of such work for their programs. Only one year of Hebrew can be credited towards the department major or minor.

Reproductive Issues

See Extradepartmental 203 and 204.

Russian

Assistant Professor: *Hodge, Weiner (Acting Chair)*

Lecturer: *Semeka-Pankratov*

Language Instructor: *Lebedinsky*

RUSS 101–102 (12)(A) Elementary Russian

Complete introduction to Russian grammar through oral and written exercises; reading of short stories; special emphasis on oral expression; frequent multimedia computer exercises. 101 may be taken during Wintersession. *No credit will be given for this course unless both semesters are completed satisfactorily. Open to all students. Five periods, 1.25 units of credit.*

Mr. Hodge

RUSS 201–202 (12)(A) Intermediate Russian

Conversation, composition, reading, comprehensive review of grammar. *No credit will be given for this course unless both semesters are completed satisfactorily. Prerequisite: 101–102 or the equivalent. Five periods, 1.25 units of credit.*

Mr. Weiner

RUSS 251 (1)(A) Russian Literature in Translation: the Nineteenth Century

A survey of Russian fiction from the Age of Pushkin (1820s–1830s) to Tolstoy's mature work (1870s) focusing on the role of fiction in Russian history, contemporaneous critical reaction, literary movements in Russia, and echoes of Russian literary masterpieces in the other arts, especially film and music. Major works by Pushkin (*Eugene Onegin*, "The Queen of Spades"), Lermontov (*A Hero of Our Time*), Gogol (*Dead Souls*, "The Overcoat"), Pavlova (*A Double Life*), Turgenev (*Fathers and Sons*), Tolstoy (*Anna Karenina*) and Dostoevsky (*Crime and Punishment*) will be read. *Two periods. Open to all students.*

Mr. Hodge

RUSS 252 (2)(A) Russian Literature in Translation: the Twentieth Century

This course traces the decay of nineteenth-century realist prose, the ascent of impressionistic, decadent and symbolist writings of the turn of the century, the experiments in ornamental prose of the twenties, the late modernist novels of the thirties, the post-war "Thaw" literature, and the works of *samizdat* novelists in exile. The literary reflection of the monumental changes taking place

in Russia—the Revolt of 1905, War Communism, the New Economic Policy, the Stalinist Purges—will be examined throughout the course. Students will read a selection of Chekhov's short stories, Sologub's *The Petty Demon*, Bunin's "Dry Valley," Bely's *Petersburg*, Zamiatin's *We*, Ole-sha's *Envy*, Gladkov's *Cement*, Platonov's *The Foundation Pit*, Bulgakov's *The Master and Margarita*. *Two periods. Open to all students.*

Mr. Weiner

RUSS 253 (A) Russian Drama

NOT OFFERED IN 1996–97. A study of Russian theater from the late eighteenth century to the Soviet period. Students will read and analyze the classics of the Russian stage, including works by Fonvizin, Griboedov, Pushkin, Gogol, Ostrovsky, Chekhov, and Maiakovsky. The profoundly influential works on dramatic theory and stage practice by such directors as Nemirovich-Danchenko, Stanislavsky, and Meyerhold will also be examined. Taught in English. *Two periods. Open to all students.*

Ms. Semeka-Pankratov

RUSS 254 (1)(A) Gods, Demons, and the Supernatural: Russian Folklore

A study of the religion and art of the Russian "folk" (narod)—Russia's unofficial, underground, "second" culture. We will be interested in how such concepts as religion, myth and ritual and such disciplines as formalism, structuralism, semiotics and cultural anthropology may be fruitfully applied to the body of Russian folk literature. Students will also study the interaction between "high" and folk culture, learning to appreciate in particular the folkloric roots of many of the most celebrated works of the Russian literary establishment. *Two periods. Open to all students.*

Ms. Semeka-Pankratov

RUSS 271 (A) Russia's "Golden Age"

NOT OFFERED IN 1996–97. An examination of the most celebrated artistic efflorescence in Russian history, which took place roughly from 1800 through the 1830s. Students will explore Russian Sentimentalism and Romanticism by scrutinizing the works of Pushkin and his literary benefactors (Derzhavin, Karamzin, Zhukovsky) and heirs (Durova, Baratynsky, Delvig, Gogol, Lermontov). Reading and discussion will be supplemented by presentations of films, music and the graphic arts. Taught in English. *Two periods. Open to all students.*

Mr. Hodge

RUSS 272 (2)(A) Ideology and the Russian Novel

An intensive analysis of the great cycle of ideological novels at the center of Russia's historic social debates from the 1840s through the 1860s. The tension between literary Realism and political exigency will be explored in the fictional and critical works of Herzen, Turgenev, Chernyshevsky, Dostoevsky, Pisarev and Lenin. Representative works from the non-literary arts will supplement reading and class discussion. Taught in English. *Two periods. Open to all students.*

Mr. Hodge

RUSS 276 (1) (A) Fedor Dostoevsky

This is a survey of the major fiction of one of the world's greatest writers. Students will read Dostoevsky's best short stories and novels in the context of his life, thought and age. A little over a century ago, Dostoevsky invented a new brand of prose fiction that changed the way literature has been written and read ever since. This course will initiate students to the intensely religious, philosophical, mystical, histrionic, humorous and beautiful world of Dostoevsky. It will also help students better to appreciate the origins and shape of twentieth-century literature, not only in Russia, but all over the world. *Two periods. Open to all students.*

Mr. Weiner

RUSS 282 (2)(A) Contemporary Russian Literature

NOT OFFERED IN 1996–97. A study of the Russian novel from Stalin's death in 1953 to the present. Students will analyze the "Thaw" literature of Erenburg and Solzhenitsyn, *samizdat* (home-published) works of Voinovich and Venedikt Erofeev, *tamizdat* (published abroad) novels by Pasternak and Aksekov, the "village prose" of Solzhenitsyn and Shukshin, and retrospective works by Trifonov and Bitov. Taught in English. *Two periods. Open to all students.*

Mr. Weiner

RUSS 286 (A) Vladimir Nabokov

NOT OFFERED IN 1996–97. An examination of the artistic legacy of the great novelist, critic, lepidopterist and founder of the Wellesley College Russian Department. Nabokov's works have joined the canon of twentieth-century classics in both Russian and English literature. Students will explore Nabokov's English-language novels (*Lolita*, *Invitation to a Beheading*) and the authorized English transla-

tions of his Russian works (*The Defense, Despair, Invitation to a Beheading*). Course taught in English. Two periods. Open to all students.

Mr. Weiner

RUSS 301 (1)(A) Advanced Russian

Students will learn to distinguish and master the many styles of written and spoken Russian: biblical, folkloric, nineteenth-century literary prose, bureaucratse, scholarly prose, legalese, epistolary, and journalistic. The course includes a study of the subtleties of syntax and vocabulary in literary and other genres through extensive analytic reading of stories, folk tales, folk songs, newspaper articles, letters, and official documents. Students practice analyzing and imitating the various styles of written Russian. Classes are conducted in Russian and oral proficiency is stressed. *Three periods. Prerequisite: 201–202 or the equivalent.*

Ms. Semeka-Pankratov

RUSS 302 (2)(A) Advanced Russian

A continuation of the stylistic analysis begun in 301, with more attention paid to twentieth-century writing. Students will read experimental literary prose as well as important official documents such as the constitutions of the USSR and Russian Federation. Classes are conducted in Russian and oral proficiency is stressed *Three periods. Prerequisite: 301 or the equivalent.*

Ms. Semeka-Pankratov

RUSS 350 (1)(2) Research or Individual Study

Open by permission to qualified students.

RUSS 353 (A) Russian Drama

NOT OFFERED IN 1996–97. Same course as 253 above, with additional work in Russian. To receive credit for Russian 353, students will attend a third weekly class meeting in which they will read, discuss, and perform, in Russian, excerpts from each major work. *Three periods. Prerequisite or corequisite: 301 or 302.*

Ms. Semeka-Pankratov

RUSS 354 (1)(A) Gods, Demons, and the Supernatural: Russian Folklore

Same course as 254 above, with additional work in Russian. To receive credit for Russian 354, students will attend a third weekly class meeting in which they will read and discuss, in Russian, excerpts from each major work. *Prerequisite or corequisite: 301 or 302. Three periods.*

Ms. Semeka-Pankratov

RUSS 360 (1)(2) Senior Thesis Research

By permission of department. See p. 73, Honors.

RUSS 370 (1)(2) Senior Thesis

Prerequisite: 360.

RUSS 371 (A) Russia's "Golden Age"

NOT OFFERED IN 1996–97. Same course as 271 above, with additional work in Russian. To receive credit for Russian 371, students will attend a third weekly class meeting in which they will read and discuss, in Russian, excerpts from each major work. *Three periods. Prerequisite or corequisite: 301 or 302.*

Mr. Hodge

RUSS 372 (2)(A) Ideology and the Russian Novel

Same course as 272 above, with additional work in Russian. To receive credit for Russian 372, students will attend a third weekly class meeting in which they will read and discuss, in Russian, excerpts from each major work. *Three periods. Prerequisite or corequisite: 301 or 302. Not offered in 1997–98.*

Mr. Hodge

RUSS 376 (1)(A) Fedor Dostoevsky

Same course as 276 above, with additional work in Russian. To receive credit for Russian 376, students will attend a third weekly class meeting in which they will read and discuss, in Russian, excerpts from each major work. *Prerequisite or corequisite: 301 or 302. Three periods*

Mr. Weiner

RUSS 382 (2)(A) Contemporary Russian Literature

NOT OFFERED IN 1996–97. Same course as 282 above, with additional work in Russian. To receive credit for Russian 382, students will attend a third weekly class meeting in which they will read and discuss, in Russian, excerpts from each major work. *Three periods. Prerequisite or corequisite: 301 or 302.*

Mr. Weiner

RUSS 386 (1)(A) Vladimir Nabokov

NOT OFFERED IN 1996–97. Same course as 286 above, with additional work in Russian. To receive credit for Russian 386, students will attend a third weekly class meeting in which they

will read and discuss, in Russian, excerpts from each major work. *Three periods. Prerequisite or corequisite: 301 or 302.*

Mr. Weiner

Attention is called to the list of courses on literature in translation, on p. 289.

Directions for Election

101, 102 and 201 are counted toward the degree but not toward the major. Students should note that each course in the 101-102 and 201-202 sequences meets for five sixty-minute sessions each week and earns 1.25 units of credit. 251 and 252 are counted toward the distribution requirements in Group A and both are required for students who intend to major in Russian.

In addition to taking 251 and 252, a major in Russian is expected to elect three 300-level courses other than 301 and 302. Note that 200-level courses above 252 are available as 300-level courses for students who do supplemental reading and discussion each week in Russian; please refer to the descriptions for 353, 354, 371, 372, 376, 382 and 386 above. Students interested in the Russian Area Studies major should see page 254.

Students may graduate with Honors in Russian either by writing a thesis or taking comprehensive examinations. Students who wish to attempt either Honors exercise should consult with the Chair early in the second semester of their junior year.

Majors are encouraged to enroll in summer language programs to accelerate their progress in the language. Credit toward the major is normally given for approved summer or academic-year study at selected institutions in the U.S. and Russia. Major credit is also given for approved Junior Year Abroad programs.

Students majoring in Russian should consult the Chair of the department early in their college career.

Students interested in taking 101 during Wintersession should consult the Chair early in the fall term.

Attention is called to Russian Area Studies courses in History, Economics, Political Science, Anthropology, and Sociology.

Russian Area Studies

AN INTERDEPARTMENTAL MAJOR

Director: Kohl

Russian Area Studies majors are invited to explore Russia and the lands and peoples of the former Soviet Union through an interdisciplinary study program.

Majors are normally required to take 4 units of the Russian language above the Grade I level, including Russian 301–302. In addition to those 4 units of the Russian language above the Grade I level, a major's program should consist of at least 4 units drawn from Russian literature, history, political science, anthropology, economics and sociology. Majors are required to take at least two Grade III level courses, at least one of which should be outside of the Russian Department. At least three of a major's courses should be outside of the Russian Department.

Majors are encouraged to take advantage of various programs of study in the former Soviet Union, including the opportunity to spend a year on exchange at a university in Russia or one of the other former Soviet republics. Majors who are contemplating postgraduate academic or professional careers in Russian area studies are encouraged to consult with faculty advisors, who will assist them in planning an appropriate sequence of courses.

The following courses are available for majors in Russian Area Studies:

RAST 350 (1) (2) Research or Individual Study
Open by permission to juniors and seniors.

RAST 360 (1) (2) Senior Thesis Research
By permission of director. See p. 73, Honors.

RAST 370 (1) (2) Senior Thesis
Prerequisite: 360.

ANTH 247 (B²)(MR)
Societies and Cultures of Eurasia. *Not offered in 1996–97.*

ECON 240 (2)(B²)
Topic A: The Russian Economy

ECON 301 (1)(B²)
Comparative Economic Systems

HIST 246 (B¹)

Medieval and Imperial Russia. *Not offered in 1996–97.*

HIST 247 (1)(B¹)

Modern Russia and the Soviet Union.

HIST 301 (B¹)

Women of Russia: A Portrait Gallery. *Not offered in 1996–97.*

HIST 356 (2)(B¹)

Seminar. Russian History

POL2 206 (2)(B²)

Politics of Russia and the Newly Independent States. *Not offered in 1996–97.*

POL2 301 (B²)

Seminar. Transitions to Democracy. *Not offered in 1996–97.*

RUSS 253 (1)(A)

Russian Drama

RUSS 271 (A)

Russia's "Golden Age." *Not offered in 1996–97.*

RUSS 272 (2)(A)

Ideology and the Russian Novel

RUSS 282 (2)(A)

Contemporary Russian Literature

RUSS 286 (A)

Vladimir Nabokov. *Not offered in 1996–97.*

RUSS 353 (A)

Russian Drama. *Not offered in 1996–97.*

RUSS 371 (A)

Russia's "Golden Age." *Not offered in 1996–97.*

RUSS 372 (2)(A)

Ideology and the Russian Novel

RUSS 386 (1)(A)

Vladimir Nabokov

SOC 333 (B²)

Seminar. Special Topics in Sociology. *Not offered in 1996-97.*

In addition to the courses listed above, students are encouraged to incorporate into their Russian Area Studies programs the rich offerings from MIT and Brandeis.

Sociology

Professor: *Cuba, Imber, Silbey, Walsh*

Associate Professor: *Cushman (Chair)*

Assistant Professor: *Sassler*

Instructor: *Gomez, Johnson*

SOC 102 (1)(B²) Sociological Perspective:

An Introduction to Sociology An introduction to the discipline of sociology, including its history, central concepts and theoretical perspectives, and methods. Topics include the analysis of the relation between self and society, the formation of social identities, variations among human societies and cultures, the meaning of community, deviance and social control, the evolution and differentiation of societies, and patterns of racial, gender and class stratification. Attention is given to social institutions (such as religion, the family, science, law, economics, and education), and the defining characteristics of modern societies (such as the growth of technology and bureaucracy.) *Open to all students.*

Mr. Cushman

SOC 103 (2)(B²) Social Problems: An Introduction to Sociology

An analysis of how behaviors and situations become defined as social problems, those aspects of life that are said to undermine the social order. Attention to contemporary and cross-cultural issues. Topics include: alcohol and drug abuse, gambling, gun control, crime, homelessness, and teenage pregnancy. *Open to all students.*

Mr. Imber

SOC 110 (1)(B²) Population Dynamics: Birth, Death, and Migration

An introduction to the sociological study of population variation and change in human societies. The course covers both the historical and contemporary patterns of demographic change in developed and developing countries. Class discussions focus on the relationship between the principal components of populations—births, deaths, and migrations—and social, economic, political, and geographic factors. Specific attention is given to the interactions among populations and technology, the environment, family structure, gender roles, and social inequality. *Open to all students.*

Ms. Sassler

SOC 138 (1)(B²) The Social Construction of Deviance and Conformity: An Introduction to Sociology

Why are some behaviors, differences, and people stigmatized and considered “deviant” while others are not? This course examines theoretical perspectives on deviance which offer several answers to this question. It focuses on the creation of deviance as an interactive process: how people enter deviant roles and worlds, how others respond to deviance, and how deviants cope with these responses. *Open to all students.*

Mrs. Silbey

SOC 199/ECON 199/POL 199 (1)(B²) Introduction to Social Science Data Analysis

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand society and human behavior. Using examples drawn from the fields of economics, political science, and sociology, this course focuses on basic concepts in statistics and probability, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. The course is team-taught by instructors in different social science disciplines and draws on everyday applications of statistics and data analysis in an interdisciplinary context. This is the same course as Economics 199 and Political Science 199. Credit will be given in the department in which the student is registered. Includes a third session each week. *Open to all students.*

Mr. Cuba, Mr. Kauffman (Economics), Ms. Fastnow (Political Science)

SOC 200 (1)(B²) Classical Sociological Theory

Systematic analysis of the intellectual roots and the development of major sociological themes and theoretical positions from the Enlightenment to the present. *Prerequisite: one Grade I unit. Required of all majors.*

Mr. Imber

SOC 201 (2)(B²) Contemporary Social Theory

A comprehensive overview of social theories important in the twentieth century. The course examines primary texts representative of both microsociological and macrosociological approaches to social life, including phenomenology, ethnomethodology, dramaturgical analysis, symbolic interaction, structuralism, structural functionalism, conflict theory, class analysis, critical theory, and post-modern theory. *Prerequisite: Sociology 200. Required of all majors.*

Mr. Cushman

SOC 203 (2)(B²)(MR) Introduction to Afro-American Sociology

This course is an introduction to the African-American intellectual tradition within the discipline of sociology. Secondly, the course will examine aspects of the African-American community in the United States. Beginning with an historical overview of African Americans in sociology, the course then focuses on some of the major discussions in African-American sociology today: the black family, social change, class and race, and theory formation. This is the same course as Africana Studies 203. Students may register for either Africana Studies 203 or Sociology 203. Credit will be given in the department in which the student is registered. *Prerequisite: 102 or by permission of the instructor.*

Ms. Rollins

SOC 204 (B²)(MR) Third World Urbanization

NOT OFFERED IN 1996–97. This course is a historical and comparative examination of urban development in Africa, the Middle East, Latin America and Asia. Beginning with the origins of cities in Mesopotamia, Northeastern Africa, India, China and Central America, the course then focuses on the socio-economic structure of pre-industrial cities and the later impact of colonialism, concluding with an examination of contemporary issues of Third World cities. This is the same course as Africana Studies 204. Students may register for either Sociology 204 or Africana Studies 204. Credit will be given in the department in which the student is registered. *Open to all students.*

SOC 207 (B²) Criminology

NOT OFFERED IN 1996–97. Systematic examination of the meaning of crime and reactions to crime. Topics include: theories regarding the causes of crime, nature and origins of criminal laws, extent and distribution of criminal behavior, societal reaction to crime through the criminal justice system, penology and corrections. Attention to the relationships among crime, punishment and justice. *Prerequisite: One Grade I unit.*

SOC 209 (1)(B²) Social Inequality: Class, Race, and Gender

This course examines social inequality, primarily in the United States. In addition to current data on inequality, we will consider historical changes in the nature of inequality in America, theoretical explanations of why inequality exists and why it has taken the form it has, and policy proposals for

creating a more equal society. The three factors which most directly affect a person's life chances—class, race and gender—will be examined throughout the semester. *Open to all students.*

Ms. Sassler

SOC 210 (2)(B²) Race and Ethnicity

This course examines ethnic, national, race, and minority relations from a comparative and historical perspective. We will compare various groups defined as “minorities” (racial, linguistic, religious) and the positions they hold in various societies. Specific topics include: the classification and history of race in the United States, the role of “white” ethnicity in American history and how it compares to the experience of racial minorities, and heterogeneity within minority groups (Hispanic Americans, Asian Americans, Black Americans). *Open to all students.*

Ms. Sassler

SOC 211 (2)(B²) Complexities of Latino Identity in the United States

The Latino population of the United States currently consists of approximately 23 million people. By the year 2050 the Census estimates that the Latino population will make up 22 percent of the total U.S. population. Latinos trace their origins to many different countries, and their experiences in the United States are quite varied. This seminar explores issues of race, class, and gender within the Latino community in the United States. Using a broad range of sociological data, it examines the socio-economic experiences of the various Latino groups (Chicanos, Puerto Ricans, Cubans, Dominicans, etc.). Issues of identity, pan-ethnicity, representation of group politics, language, and gender and class conflicts are among the central themes to be discussed. *Open to all students.*

Ms. Gomez

SOC 215 (1)(B²) Sociology of Popular Culture

An examination of the expression, production, and consequences of various forms of popular culture in comparative-historical and contemporary social contexts. Analysis of the relation between social class and popular culture in history, the production and consumption of popular culture in contemporary capitalist and socialist societies, and the diffusion of American popular culture in the modern world-system. Emphasis on the origin, meaning and social significance of forms of modern popular music such as blues, jazz, reggae, and rock and roll. *Open to all students.*

Ms. Johnson

SOC 216 (2)(B²) Sociology of Mass Media and Communications

An analysis of the interplay between social forces, media, and communication processes in contemporary society. Focus on the significance of historical changes from oral to written communication, the development and structure of modern forms of mass media such as radio and television, the political economy of the mass media, the rise of advertising and development of consumer culture, the role of the mass media in the formation of cultural representations of other societies and cultures, and the role of the media in the process of identity formation. Discussions also address the social implications of new communication technologies and the role of the media in the democratic process. Students will be expected to use new computer technologies to analyze mass media. *Open to all students.*

Ms. Johnson

SOC 217 (2)(B²) Power: Personal, Social, and Institutional Dimensions

The study of power extends far beyond formal politics or the use of overt force into the operation of every institution and every life: how we are influenced in subtle ways by the people around us, who makes controlling decisions in the family, how people get ahead at work, whether democratic governments, in fact, reflect the “will of the people.” This course explores some of the major theoretical issues involving power (including the nature of dominant and subordinate relationships and types of legitimate authority) and examines how power operates in a variety of social settings: relations among men and women, the family, the community, the corporation, the government, cooperatives and communes. *Prerequisite: one Grade I unit.*

Mrs. Silbey

SOC 220 (B²) Cities, Community, and Society

NOT OFFERED IN 1996–97. This course examines the changing nature of cities and the forms of the community life which they make possible. Themes include modernization, individualism, and the loss of community; the interplay of spatial, economic, and cultural factors in shaping cities; the role of technology in urbanization; the city/country relationship and the rise of the modern suburb; work, leisure, and urban subcultures; images of the city in popular culture; and international trends in urbanization. The course involves two emphases: a focus on urban

life as it is experienced in everyday contexts, and a focus on broader historical and structural forces which have shaped the urbanization process. Students will gain firsthand experience with urban field studies through class field trips and individual projects. *Open to all students.*

SOC 224 (B²) Social Movements, Democracy, and the State

NOT OFFERED IN 1996–97. This course examines a diversity of social movements (e.g., African-American civil rights, feminism, pro- and anti-abortion groups, and gay and lesbian rights), focusing on the forces that give rise to them and shape their character and trajectory. Major paradigms in social movement theory will be introduced and their validity evaluated using case studies on a range of contemporary social movements. Particular attention will be paid to the intersection between social movements, democratic processes, and the state, and the ways in which “new” social movements differ from earlier forms will be explored. *Open to all students.*

SOC 225 (B²) Social Controversies in Science and Technology

NOT OFFERED IN 1996–97. An examination of the social conditions of scientific and technical disputes. Presentation of the origins and development of select controversies in scientific research and technological innovation. Topics include: priority disputes, plagiarism, and replication of findings in scientific discovery; technical disputes over the safety and efficacy of the products of scientific discovery and technical innovation; debates on the science of human nature, including IQ, evolutionary psychology, and sociobiology. *Open to all students.*

SOC 227 (B²) The FBI and the Enforcement of Domestic Tranquillity: A Case Study in Organization and Politics

NOT OFFERED IN 1996–97. This course takes a single government agency, the Federal Bureau of Investigation, as a case study through which to explore basic questions in the sociology of organizations and politics. In response to what situations or political forces do government agencies get created? Can this be described or is each agency the subject of a unique history. How do agencies become institutionalized, that is, become relatively permanent features of the government? Specifically, what role does the FBI play in expanding the reach of the American state? What is the relationship between the basic

functions of the FBI and the growth of the state? The course will also examine the role and significance of new surveillance technology along with more general history of dissent in twentieth-century America. *Open to all students.*

SOC 228 (B²) Sociology of the Workplace

NOT OFFERED IN 1996–97. This course examines transformations in the nature, meaning and organization of work and management during the twentieth century. Topics include: the process of industrialization; labor force participation and work experience of women; and alternative models for organizing production. Themes include the impact of technological change; worker resistance and alienation; and management strategies and ideology. Special attention will be paid to contemporary social issues such as sexual harassment and the division of labor between men and women. *Open to all students.*

SOC 232 (2)(B²) Visualizing Inequality: Exploration through Documentary Film

The course involves close study of major documentary films to analyze inequality based on class, race, and gender, and to develop skills of social interpretation. The course uses primarily the films of Frederick Wiseman: *Welfare, High School, Juvenile Court, Law and Order, Hospital, The Store, Model, Meat*. We compare these films to other styles of ethnographic and documentary film. *Prerequisite: one Grade I unit.*

Mrs. Silbey

SOC 300 (1)(B²) Classics of Social Research

This course explores the range and diversity of empirical social research through the use of texts which are considered classics in the field of sociology. We consider what makes an interesting research question, the validity and reliability of different modes of data collection, the forms of persuasion used in the explanation of social phenomena, the subject positions of researchers and authors, the role of research in public policy, and the relationship among knowledge, power, and occupation. The seminar will emphasize class discussion and focused writing assignments as means of providing students with the opportunity to engage in critical reflection on the work of sociology and their education as sociologists. *Required of all sociology majors. Open to non-sociology majors by permission of the instructor.*

Mrs. Silbey

SOC 302 (2)(B²) Research Methods

An examination of the logic of survey analysis, from the development of hypotheses and construction of a survey instrument to the analysis and reporting of results. Emphasis is on field research experience; class participants work collectively on the design and implementation of a research project of their choice. *Prerequisite: 199 or by permission of the instructor. Required of all majors.*

Ms. Sassler

SOC 314 (1)(B²) Medical Sociology and Social Epidemiology

Definition, incidence and treatment of health disorders. Topics include: differential availability of health care; social organization of health delivery systems; role behavior of patients, professional staff and others; attitudes toward terminally ill and dying; movements for alternative health care. *Prerequisite: one Grade II unit or by permission of the instructor.*

Mr. Imber

SOC 315 (2)(B²) Women and Immigration

This seminar focuses on the role of women in migration and community settlement, family strategies of survival and adaptation, and the construction of immigrant cultures and gender roles. We will first examine theories of migration and then proceed to look at the history of immigration to the United States in the 19th and 20th centuries. The final third of the course will focus on the adaptation of immigrant ethnic groups in the 1980s and 1990s, and contemporary social policy on immigration. *Prerequisite: one Grade II unit or by permission of the instructor.*

Ms. Sassler

SOC 324 (B²) Seminar. Social Change

NOT OFFERED IN 1996–97.

SOC 329 (B²) Internship in Organizations: Qualitative Research Methods

NOT OFFERED IN 1996–97. An internship in organizational theory and analysis. Required internship assignment in organizations concerned with health, corrections, housing, planning, media, other public or private services, government and industry. The internship is utilized for participant observation of selected aspects of organizational behavior, structure, or process. Seminar sessions are focused on selected

topics in organization research and on issues in participant observation and in-depth interviewing. Limited to juniors and seniors. 1.25 units of credit. *Prerequisite: one Grade II unit or by permission of the instructor. 228 or 229 is recommended. Admission by application prior to spring registration.*

SOC 333 (2)(B²) Seminar. Special Topics in Sociology

NOT OFFERED IN 1996–97. *Prerequisite: one Grade II unit or by permission of the instructor.*

SOC 338 (B²) Seminar. Topics in Deviance, Law and Social Control

NOT OFFERED IN 1996–97. *Prerequisite: one Grade II unit or by permission of the instructor.*

SOC 349 (2)(B²) Professions and Professional Ethics

NOT OFFERED IN 1996–97. An examination of the social and cultural forces that lead to the creation of professions. What types of work are regarded as professions? What types of ethical obligations pertain to work defined as professional? What does it mean to be a professional? An overview of the rise of modern professional organizations, including law and medicine. *Prerequisite: one Grade II unit or by permission of the instructor.*

SOC 350 (1)(2) Research or Individual Study

Open by permission to juniors and seniors.

SOC 360 (1)(2) Senior Thesis Research

By permission of department. See p. 73, Honors.

SOC 370 (1)(2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

AFR 208 (2)(B²)

Women in the Civil Rights Movement

AFR 305 (B²)

African-American Feminism

EXTD 203 (1)(B¹ or B²)

Ethical and Social Issues in Genetics

EXTD 204 (2) (B¹ or B²)

Women and Motherhood

EXTD 299 (2)(B¹ or B²)

Propaganda and Persuasion in the Twentieth Century

Directions for Election

Sociology studies human interaction and how people collectively give meaning to their behavior and lives. The scope of sociology—human social life, groups, and societies—is extremely broad, ranging from the analysis of passing encounters between individuals in the street to the investigation of global change. Sociology examines systematically those patterns of interactions that are regularly and continuously repeated and reproduced across time and space, such as families, formal organizations, or legal systems. This exploration is conducted across many cultures and historical periods describing how social forces (class, gender, race, age, culture) shape individual experience.

A sociology major must include nine courses: Sociology 199, 200, 201, 205, and 300 plus four additional courses. Permission to take a required course for the major elsewhere must be obtained in advance from the department chair. Students are encouraged to explore the full range of disciplines in the liberal arts, and should consult a faculty member to select courses each term and to plan a course of study over several years.

A minor in sociology (6 units) consists of: any Grade I unit, Sociology 200 and 4 additional courses, one of which must be a Grade III unit. The plan for this option should be carefully prepared; a student wishing to add the sociology minor to the major in another field should consult a faculty advisor in sociology.

Spanish

Professor: *Agosin (Chair), Gascón-Vera, Roses*

Associate Professor: *Bou, Vega*

Assistant Professor: *Hall, Syverson-Stork, Webster*

Instructor: *Ramos*

Lecturer: *Renjilian-Burgy*

Courses are normally conducted in Spanish; oral expression is stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Courses 101–102 and 201–202 are counted toward the degree but not toward the major.

Qualified juniors are encouraged to spend a semester or a year in a Spanish-speaking country, either with Wellesley's PRESHCO program of in Córdoba, Spain, or another approved program. See p. 72. To be eligible for study in Córdoba for one or two semesters in Wellesley's "Programa de Estudios Hispánicos en Córdoba" (PRESHCO), a student must be enrolled in 241 or higher level language or literature course the previous semester.

SPAN 101–102 (12)(A) Elementary Spanish

Introduction to spoken and written Spanish; stress on interactive approach. Extensive and varied drills. Oral presentations. Cultural readings and recordings. Language laboratory exercises. Three periods. No credit will be given for this course unless both semesters are completed satisfactorily. *Open to all students who do not present Spanish for admission.*

The Staff

SPAN 201–202 (12)(A) Intermediate Spanish

Intensive review of all language skills and introduction to the art, literature and cultures of Spain and Latin America. Emphasis on oral and written expression and critical analysis. Language laboratory exercises. Three periods. No credit will be given for this course unless both semesters are completed satisfactorily. *Prerequisite: two admission units in Spanish or 101–102.*

The Staff

SPAN 241 (1)(2)(A) Oral and Written Communication

Practice in oral and written expression at the advanced level. Through frequent oral presentations, essays, readings on Hispanic cultures, and the study of audio and videotapes, students develop the ability to use idiomatic Spanish comfortably in various situations. Students will also work in Spanish with Internet resources, CD-ROMs and Hypertext. Two periods per week. *Prerequisite:* 201–202 or four admission units or by permission of the instructor.

The Staff

SPAN 242 (1)(2)(A) Linguistic and Literary Skills

A course to serve as a transition between language study and literary analysis; speaking and writing organized around interpretations of different genres by modern Hispanic authors; creative writing; oral presentations on current events relating to Spain and Latin America; a review, at the advanced level, of selected problems in Spanish structure. Two periods. Open to students presenting three admission units or permission of the instructor.

Ms. Renjilian-Burgy and Staff

SPAN 243 (1)(A) Spanish for Spanish-Speakers

Review of spoken and written Spanish for native and near-native speakers who are already conversant in Spanish, but who have not engaged in extensive formal language study. Readings will be taken primarily from Latino writers and texts dealing with Latino experiences in the U.S. Emphasis will be placed on revision of written work, and syntactical and grammatical analysis. *Prerequisite:* permission of the instructor.

Mr. Webster and Mr. Vega

SPAN 245 (1)(A)(MR) Texts of Desire: Latino/a Writing and Performance

Analysis of selected written and performance texts by Latina/o artists, with particular focus on the intersection by Latina/o artists, with particular focus on the intersection of categories of race/ethnicity and sexuality. Areas of focus include the construction of Latino literary canon; bilingual/bicultural literature; essentialist/constructionist debates and literary analysis; Latinas and the creation of Third World Feminism; and cultural theories of desire. Authors, performance artists and film-makers include Luis Alfaro, Gloria Anzaldúa, Reinaldo Arenas, Ana Castillo, Sandra Cisneros, Arturo Islas, Cherríe Moraga,

Miguel Muñoz, Marcia Ochoa, Frances Negrón-Muntaner, Richard Rodríguez, Ela Troyano and Alma Villanueva. *Taught in English. Reading knowledge of Spanish helpful. Open to all students.*

Mr. Vega

SPAN 251 (A)(MR) Freedom and Repression in Latin American Literature

NOT OFFERED IN 1996–97. An introduction to the literature of the Latin American countries with special focus on the tension between literary expression and the limiting forces of authoritarianism. The constant struggle between the writer and society and the outcome of that struggle will be examined and discussed. Close reading of poetry, chronicles, essay and drama. El Inca Garcilaso, Sor Juana Inés de la Cruz, Rubén Darío, Gabriela Mistral, Pablo Neruda, Octavio Paz. *Prerequisite:* 241 or 242 or by permission of the instructor.

Mr. Webster

SPAN 252 (A)(MR) Christians, Jews, and Moors: The Spirit of Spain in its Literature

NOT OFFERED IN 1996–97. Intensive study of writers and masterpieces that establish Spanish identity and create the traditions that Spain has given to the world: *Poema del Cid*, Maimónides, Ben Sahl de Sevilla, *La Celestina*, *Lazarillo de Tormes*, Garcilaso, Fray Luis de León, Cervantes, Lope de Vega, San Juan de la Cruz, Calderón. *Prerequisite:* same as for 251.

Ms. Gascón-Vera and Mr. Vega

SPAN 253 (A)(MR) The Latin American Short Story

NOT OFFERED IN 1996–97. In-depth analysis of realistic and fantastic short stories of contemporary Latin America, including Horacio Quiroga, Jorge Luis Borges, Julio Cortázar, Manuel Rojas, María Luisa Bombal, Juan Rulfo, Gabriel García Márquez, and Elena Poniatowska. Special emphasis on the emergence of women as characters and as authors. *Prerequisite:* same as for 251.

Ms. Roses

SPAN 254 (1)(A) Censorship and Creativity in Spain (1936–1987)

A study of the struggle for self-expression in Franco's Spain and the transition from dictatorship to democracy. Special attention will be devoted to the literature of the Civil War and

exile. Authors include Merce Rodoreda, Camilo J. Cela, and Eduardo Mendoza. *Prerequisite: same as for 251.*

Mr. Bou

SPAN 255 (A)(MR) Chicano Literature: From the Chronicles to the Present

NOT OFFERED IN 1996–97. A survey of the major works of Chicano literature in the United States in the context of the Hispanic and American literary traditions. A study of the chronicles from Cabeza de Vaca to Padre Junípero Serra and nineteenth-century musical forms such as corridos. A critical analysis of the themes and styles of the contemporary renaissance in the light of each author's literary values: Luis Valdez, Rodolfo Anaya, Gloria Anzaldúa, Cherríe Moraga, Sandra Cisneros and others. *Prerequisite: same as for 251.*

Mr. Vega

SPAN 256 (A) Nineteenth-Century Spanish Society as Seen by the Novelist

NOT OFFERED IN 1996–97. The masters of nineteenth-century peninsular prose studied through such classic novels as *Pepita Jiménez* by Juan Valera, *Miau* by Pérez Galdós, *Los pazos de Ulloa* by the Countess Pardo Bazán and *La Barraca* by Blasco Ibáñez. Discussions. Student interpretation. *Prerequisite: same as for 251.*

Mr. Bou

SPAN 257 (A)(MR) The Word and the Song: Contemporary Latin American Poetry

NOT OFFERED IN 1996–97. A study of the major twentieth-century poets of Latin America, focusing on literary movements and aesthetic representation. Poets to be examined include Vicente Huidobro, Gabriela Mistral, Octavio Paz and César Vallejo. *Prerequisite: same as for 251.*

Ms. Agosin

SPAN 259 (A)(MR) Women Writers of Latin America

NOT OFFERED IN 1996–97. An exploration of the aesthetic, social and cultural representation of twentieth-century Latin American women writers. Emphasis will be placed on the relationship between literary production and social reality, the role of the writer in shaping national identities, the emergence of a shared feminist consciousness, and the process of self-representation as part of an historical movement. Authors to be read include María Luisa Bombal,

Delmira Agustini, Rosario Castellanos, Luisa Valenzuela, Nancy Morejón, Elena Poniatowska, and Diamela Eltit.

Ms. Agosin

SPAN 260 (2)(A) Women Writers of Spain, 1970 to the Present

A selection of readings—novels, poetry, essays, theater—by Spanish women writers of the 1970s and 1980s. Carmen Martín Gaité, Rosa Montero, Esther Tusquets, Adelaida García-Morales, Cristina Fernández-Cubas. A close study of the development of their feminist consciousness and their response to the changing world around them. *Prerequisite: same as for 251.*

Ms. Gascón-Vera

SPAN 261 (2)(A)(MR) Mexico: Literature, Art, Rebellion

An exploration of twentieth-century Mexican culture from the Revolution of 1910 to the Chiapas rebellion of New Year's Day 1994. A comparison of the novel of the Revolution (Mariano Azuela, Martín Luis Guzmán) and the Indian-centered novel (Rosario Castellanos) with works by Juan Rulfo and Carlos Fuentes. Discussion of documentary and testimonial narratives that emerge from student rebellion and changing social and artistic consciousness. In order to examine how word and image combine into a single cognitive experience, readings will be amplified by visual works, some inspired by social themes and others oriented toward portraiture, abstraction, and photography. *Prerequisite: same as for 251.*

Ms. Hall

SPAN 263 (A)(MR) Latin American Literature: Fantasy and Revolution

NOT OFFERED IN 1996–97. The interrelation between sociopolitical and aesthetic issues in the discourse of contemporary Latin American writers, including Carlos Fuentes, Manuel Puig, Octavio Paz, Isabel Allende, and Juan Rulfo. Special attention will be given to the imaginative vision of Gabriel García Márquez. In English. *Open to all students.*

Ms. Roses

SPAN 265 (2)(A)(MR) Introduction to Latin American Cinema

This course will explore the history of Latin American cinema, spanning three decades from the early 1960s to the present. Different forms of

cinematic expression will be explored: narrative film, the documentary, the cinema of exile, and others. Issues of national culture and identity, as well as cultural exchanges of films between Latin America and abroad will be addressed. In addition to the films themselves, students will be required to read selected works on film criticism and several texts which have been converted into films. Films to be analyzed include those of María Luisa Bemberg, Fernando Solanas, Jorge Silva, and Raúl Ruiz. *Prerequisite: same as for 251.*

Ms. Agosin

SPAN 267 (A)(MR) The Writer and Human Rights in Latin America

NOT OFFERED IN 1996–97. The role of the Latin American writer as witness and voice for the persecuted. Through key works of poetry and prose from the seventies to the present, we will explore the ways in which literature depicts issues such as: censorship and self-censorship; the writer as journalist; disappearances; exile; testimonial writing; gender and human rights; and testimonial narratives. The works of Benedetti, Timmerman, Alegría, and others will be studied. *Prerequisite: same as for 251.*

Ms. Agosin

SPAN 269 (2)(A)(MR) Caribbean Literature and Culture

An introduction to the major literary, historical and artistic traditions of the Caribbean. Attention will focus on the Spanish-speaking island countries: Cuba, Dominican Republic, Puerto Rico. Authors will include Juan Bosch, Lydia Cabrera, Guillermo Cabrera Infante, Julia de Burgos, Alejo Carpentier, Nicolás Guillén, René Márquez, Luis Palés Matos, Pedro Juan Soto. *Prerequisite: same as for 251.*

Ms. Renjilian-Burgy

SPAN 271 (1)(A)(MR) Intersecting Currents: Afro-Hispanic and Indigenous Writers in Twentieth-Century Latin American Literature

A close reading of selected texts that illustrate the intersection of African, Spanish and Indigenous oral and literary traditions. Genres include autobiographies, novels and poetry. Individual authors to be studied include Domitila Barrios, Rigoberta Menchú, Esteban Montejo, López de Albújar, Nancy Morejón and Tato Laviera. Topics include the relationship between identities and aesthetics, the marginal and the canonical, literature and the affirmation of the nation-state,

and the uses of contemporary race and gender theory in literary analysis. *Prerequisite: same as for 251.*

Mr. Webster

SPAN 300 (A) Honor, Monarchy and Religion in the Golden Age Drama

NOT OFFERED IN 1996–97. The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of love, honor, and religion as revealed in drama. Representative masterpieces of Lope de Vega, Cervantes and Ruiz de Alarcón, Tirso de Molina, Calderón. *Offered in alternation with 302. Open to students who have taken two Grade II units including one unit in literature.*

Ms. Gascón-Vera

SPAN 302 (1)(A) Cervantes

A close reading of the *Quixote* with particular emphasis on Cervantes' invention of the novel form: creation of character, comic genius, hero versus anti-hero, levels of reality and fantasy, history versus fiction. *Prerequisite: same as for 300.*

Ms. Syverson-Stork

SPAN 303 (A) Creative Writing in Spanish

NOT OFFERED IN 1996–97. This course will explore the craft of writing poetry and short stories in Spanish. Attention will be given to the study of the aesthetics as well as craft in lyrical works and short narratives. Emphasis will be placed on discussion of student work, focusing on basic skills and grammatical knowledge involved in creative writing in a foreign language. Readings from Latin America's most distinguished authors will be assigned. *Prerequisite: same as for 300.*

Ms. Agosin

SPAN 305 (1)(A)(MR) Seminar. Hispanic Literature of the United States

A study of U.S. Hispanic writers of the Southwest and East Coast from the Spanish colonial period to the present. Political, social, racial and intellectual contexts of their times and shared inheritance will be explored. Consideration of the literary origins and methods of their craft. Authors may include: Cabeza de Vaca, Gaspar de Villagrà, José Villarreal, Lorna Dee Cervantes, José Martí, Uva Clavijo, Ana Velilla, Pedro Juan Soto, Miguel Algarín, Edward Rivera. *Open to senior majors or by permission of the instructor.*

Ms. Renjilian-Burgy

SPAN 311 (A)(MR) Seminar. The Literary World of Gabriel García Márquez and the Post-Boom

NOT OFFERED IN 1996–97. An in-depth study of the literary career of Gabriel García Márquez, from his beginnings as a newspaper reporter in his native Colombia to his emergence as a major novelist and short story writer. Emphasis on his achievements as a Latin American writer and a universal and cosmopolitan figure. Works to be read include: *El coronel no tiene quién le escriba*, *La mala hora*, *La hojarasca*, *Cien años de soledad*, *El otoño del patriarca* and *Crónica de una muerte anunciada*. *Prerequisite: same as for 300. Open to senior majors or with permission of the instructor.*

Ms. Roses

SPAN 315 (1)(A)(MR) Seminar. Luis Buñuel and the Search for Freedom and Morality

Students will read the scripts and view the films most representative of alternative possibilities of freedom expressed by Luis Buñuel. The course will focus on the moral issues posed in his films and will start with a revision of the historical motivations of the Buñuel perspective: Marxism, Freudianism and Surrealism as depicted in selected films of Buñuel, from his first *An Andalusian Dog* (1928) to his last *That Obscure Object of Desire* (1977). *Open to senior majors or with permission of the instructor.*

Ms. Gascón-Vera

SPAN 317 (A)(MR) Seminar. The New World in Its Literature: Conquest and Counter-Conquest

NOT OFFERED IN 1996–97. Exploration of five major figures of Spanish America: Columbus, Las Casas, Sahagún, El Inca Garcilaso de la Vega, and Sor Juana Inés de la Cruz. Readings from some of their most significant texts and related modern texts. Topics include the emergence of Latin America, politics and “barbarism,” the first fight for human rights, Aztec and Inca thought, and the defense of women’s right to knowledge. *Open to senior majors or with permission of the instructor.*

Mr. Webster

SPAN 318 (A) Seminar. Love and Desire in Spain’s Early Literature

NOT OFFERED IN 1996–97. Medieval Spain, at a nexus between the Christian, Jewish and Islamic cultures, witnessed a flowering of literature dealing with the nature and depiction of

love. This course will examine works from all three traditions, stressing the uses of symbolic language and metaphor in the linguistic representation of physical desire. Texts will include Ibn Hazm, *The Dove’s Neck-Ring*; the poetry of Yehuda Ha-Levi and Ben Sahl of Seville; the Mozarabic “kharjas”; the Galician “cantigas d’amigo”; the Catalan lyrics of Ausias March; Diego de San Pedro, *Cárcel de Amor*; and Fernando de Rojas, *La Celestina*. *Open to senior majors or with permission of the instructor.*

Mr. Vega

SPAN 324 (2)(A) Seminar. Avant-Garde and Modernity in Spain

Using a wide variety of literary texts, paintings, and cinema, this course will explore various forms of Modernity in Spain. Emphasis will be placed on the connections between the Spanish and mainstream European Avant-Garde: main figures will include Federico García Lorca, Ramón de la Serna, Vicente Huidobro, Rafael Alberti, Luis Buñuel, Guillermo de Torre, Salvador Dalí and Pablo Picasso. *Open to senior majors or with permission of the instructor.*

Mr. Bou

SPAN 350 (1)(2) Research or Individual Study

Open by permission of the instructor to seniors who have taken two Grade III units in the department.

SPAN 360 (1)(2) Senior Thesis Research

By permission of department. See p. 73, Honors.

SPAN 370 (1) (2) Senior Thesis

Prerequisite: 360.

Cross-Listed Courses

For Credit

PEAC 259 (1)(B²)

Peace and Conflict Resolution. Topic for 1996–97: Women, Citizenship, and Justice: Human Rights in Latin America

Directions for Election

Students who begin with 101–102 [100] in college and who wish to major should consult the chair in the second semester of their first year.

A minimum of 8 units must be presented for the Spanish major and must include: 241 [201] or 242 [202]; and at least two 300 level units, including a seminar during the senior year. The major should ordinarily include an overview of early Spanish literature (252) [206], early Spanish American literature (251) [205], and 302.

Upon approval from the department, up to four courses taken during study abroad in Spain or Latin America may be counted toward the major. The goals of a comprehensive program are: (a) oral and written linguistic proficiency, (b) ability to interpret literary texts and (c) a general understanding of the evolution of Hispanic culture.

For students interested in an interdisciplinary approach to the study of Latin America, also available is the *structured individual major* in Latin American Studies, which allows students to choose from a list of courses in seven different departments, including Spanish. Majors devise their own programs in consultation with the Directors of Latin American Studies. See p. 198.

Teacher Certification: Students interested in obtaining certification to teach Spanish or English as a Second Language in the Commonwealth of Massachusetts should consult Ms. Renjilian-Burgy and Ms. Beatty of the Department of Education.

Technology Studies Program

The Technology Studies Program offers students whose primary interests lie in the humanities and social sciences opportunities to develop the skills necessary to understand and evaluate technological innovations. The program consists of Technology Studies and cross-listed courses with such diverse topics as design and distribution of technological artifacts, photographic processes and electronic imaging, artificial intelligence, computer modeling of music, demography and social planning, biotechnology, light and lasers, medical ethics, the history of technology, women and technology, technology in the third world, energy policy and nuclear power. In 1996–97, students can elect individual cross-listed courses, in consultation with an instructor in Technology Studies, in addition to their major in a department or interdepartmental program.

TECH 140 Television Technology and Projects Workshop

NOT OFFERED IN 1996–97. The general availability of sophisticated video equipment is expanding the uses of television beyond the broadcast arena. Scientific research, legal cases, sports medicine and advances in teaching and training are only a few of the current applications. Video technology is also merging with computers in such applications as computer-controlled videodisc players, CD-ROM's and image digitization. This course will provide students the opportunity to learn about video technology and acquire sufficient competence to develop projects related to their particular interests. The scientific and engineering aspects of video technology will be studied first as a background for hands-on experience with video production and post-production work. Students will design, produce and present their own projects during the term. *File application in the Physics department. Written permission is required of all students.*

Mr. Ducas

TECH 200 (2)(C) Medical Technology and Critical Decisions

NOT OFFERED IN 1996–97. Examination of new options created by technology in medicine and of quantitative methods for helping to make reasoned decisions and choices by patients, doctors, and society. Study of amniocentesis and other medical decision problems including the influence of individual and societal values. De-

velopment of the necessary background and skills in science and probability. Hands-on experience with scientific and engineering devices and computer modeling of decision-making processes. This course carries one unit of nonlaboratory Group C credit. *Prerequisite: one college mathematics course, or permission of the instructor.* Mr. Ducas,

Mr. Shuchat

TECH 209 Women and Technology

NOT OFFERED IN 1996-97. An examination of the impact of the new technologies of the nineteenth and twentieth centuries on women, with a particular focus on household technology and office automation. *Open to all students.*

Ms. Chaplin

Cross-Listed Courses

BISC 107(1)(C)

Biotechnology. *Not offered in 1996-97.*

ECON 228 (B²)

Environmental and Resource Economics. *Not offered in 1996-97.*

MATH 250 (1)(2)(C)

Topics in Applied Mathematics

PHIL 249 (1)(B¹)

Medical Ethics

PHYS 222 (2)(C)

Medical Physics. *Not offered in 1996-97. Offered in 1997-98.*

POL3 327 (B²)

International Organization

Theatre Studies

Instructor: Arciniegas, Beckett

Lecturer: Parkinson

Director of Theatre: Hussey

Production Manager: Loewit

THST 203 (1)(A) Plays, Production, and Performance

Principles and practice of the related arts which make up the production of a play in the theatre. Analysis of the dramatic script in terms of the actor, the director, the scenic, costume and lighting designers, and the technicians. Practical applications of acquired skills integrate the content of the course. Each student participates in the creation of a fully realized "mini production" which is presented for an audience. 1.25 units of credit. *Open to all students.*

Ms. Hussey

THST 204 (2)(A) Techniques of Acting

An introduction to the vocal, interpretive and physical aspects of performance. Improvisation, movement and character development for the novice actor. Emphasis is placed on applying textual understanding to the craft of acting. *Open to all students.*

Ms. Bosch

THST 205 (1)(A) Acting and Scene Study

Study of the performed scene as the basic building block of playwright, director, and actor. Scenes from plays ranging from Greek tragedies to modern dramas will be rehearsed and performed in the appropriate period style for the class criticism. *Prerequisite: 203 or by permission of the instructor. Not offered in 1997-98.*

Ms. Bosch

THST 207 (2)(A) Stagecraft for Performance

Study of the craft and theory of the production arts in the theatre. The course will cover the process, the designers function in the production: creating working drawings, problem solving, use theatrical equipment and alternative media for the realization of sound, set, and lighting designs. There will be additional time outside of class scheduled for production apprenticeships. *Prerequisite: same as for 205.*

Mr. Loewit

THST 212 (2)(A) Representations of Women on Stage

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. Study of the specific examples of the representation of women on the dramatic stage during various eras in a variety of cultures, focusing primarily on what a public and popular art says and implies about women: their “nature,” their roles, their place in the society reflected, their options for individuality and for activity affecting others, etc. Consideration of the male dominance in both playwrighting and performance in historic cultures. *Open to all students.*

Ms. Parkinson

THST 220 (2)(A) Classic Plays in Performance

A historical survey of dramatic texts as realized in performance. Videotapes of performances approximating the original production style will be utilized in this study. Analytical and critical writing skills are emphasized in written critiques. Students will contrast and compare contemporary events with the events in dramatic texts. *Open to all students. Not offered in 1997–98.*

Ms. Parkinson

THST 250 (1)(2) Research, Independent Study or Apprenticeship

THST 315 (1)(A) Acting Shakespeare

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. Study and practice of skills and techniques for the performance of scenes, monologues and the realization of theatrical characters from Shakespeare’s texts. Speeches and scenes performed for class criticism. Class will be subdivided by instructor according to skill levels. Students are expected to rehearse and prepare scenes outside of class time. *Prerequisite: 203, 204 and 205 or by permission of the instructor after audition.*

Ms. Bosch

THST 350 (1)(2) Research or Individual Study

Open by permission to qualified students.

Theatre Studies

AN INDIVIDUAL MAJOR

Director: *Hussey*

A major in Theatre Studies may be designed according to the provision of the Individual Major option.

Early consultation with the director is essential because some of the relevant courses are not offered every year and careful planning is necessary.

Students electing to design an individual major in Theatre Studies will usually take a least one resident semester of concentrated work in the discipline either with the National Theatre Institute at the Eugene O'Neill Theatre Center in Waterford, Connecticut, or at another institution in the Twelve College Exchange Program, to supplement and enrich their work at Wellesley. Extensive courses are offered in the Drama program at MIT, and students may elect courses at Brandeis.

Since developments in the theatre arts are a result of stage experiments, and because the theatre performance is an expression of theatre scholarship, it is expected that students planning an individual major in Theatre will elect to complement formal study of theatre with practical experience in the extracurricular production program of the Wellesley College Theatre and related on-campus producing organizations.

In addition to the offerings of the Theatre Studies Program, the following courses count toward an individual major in Theatre Studies:

AFR 207 (2)(B²)(MR)

Images of African People through the Cinema

AFR 222 (2)(B¹)(MR)

Images of Blacks and Women in American Cinema

AFR 266 (2)(A)(MR)

Black Drama

ARTS 165 (1)(2)(A)

Introduction to Film and Video Production

ARTH 364 (1)(A)

Women Filmmakers: Resisting/Deflecting/Subverting the Gaze

CHIN 243 (2)(A)(MR)

Chinese Cinema

CLCV 210/310 (2)(A)

Greek Drama in Translation

ENG 112 (1)(A)
 Introduction to Shakespeare

ENG 223 (1)(A)
 Shakespeare Part II: The Elizabethan Period

ENG 224 (2)(A)
 Shakespeare Part I: The Jacobean Period

ENG 324 (1)(A)
 Advanced Studies in Shakespeare

ENG 325 (2)(A)
 Advanced Studies in Sixteenth and Seventeenth
 Century Literature

ENG 335 (1)(A)
 Advanced Studies in Restoration and
 Eighteenth Century Literature

EXTD 231 (2)(A)
 Interpretation and Judgment of Films

FREN 213 (A)
 From Myth to the Absurd: French Drama in the
 Twentieth Century

FREN 240 (1)(A)
 Images of Women in French Film

FREN 303 (A)
 Advanced Studies in the Seventeenth and
 Eighteenth Centuries: Corneille, Molière,
 Racine

FREN 314 (2)(A)
 Cinema: François Truffaut

FREN 321 (2)(A)
 Seminar: Women Playwrights at the Comédie
 Française.

GER 285 (1)(A)
 German Cinema (in English)

ITAL 261 (2)(A)
 Italian Cinema (in English)

JPN 251 (2)(A)
 Japan Through Literature and Film

LAT 251 (1)(A)
 Roman Drama

PHIL 203 (1)(B¹)
 Philosophy of Art

RUSS 253 (A)
 Russian Drama

SPAN 300 (2)(A)
 Honor, Monarchy and Religion in the Golden
 Age Drama

TECH 140
 Television Technology and Projects Workshop

WRIT 125G (2)
 Strong Women in Film

WRIT 125J (1)
 America at the Movies

WRIT 125S (2)
 Two on the Aisle

Other courses may on occasion be counted
 toward the Theatre Studies individual major.

Women's Studies

Professor: Bailey, Hertz, Reverby

Associate Professor: Kapteijns (Chair)

Assistant Professor: Creef, Patel

WOST 111 (1)(B²) The American Family

This course looks at the rise of the modern family from a comparative perspective. Class discussion will focus on the nature and role of the family and its function for individuals and society. Students will be introduced to controversies over the definition and the "crises" of changing family forms and family values, the emergence of new forms, and projections about its future. The effects of work and social class on the family will be examined as well as ethnicity, race and immigration; dual-career couples and working-class families will be emphasized. *Open to all students except those who have taken Sociology 111.*

Ms. Hertz

WOST 120 (1)(2)(B¹) Introduction to Women's Studies

Introduction to the interdisciplinary field of Women's Studies with an emphasis on an understanding of the "common differences" that both unite and divide women. Beginning with an examination of how womanhood has been represented in myths, ads and popular culture, the course explores how gender inequalities have been both explained and critiqued. The cultural meaning given to gender as it intersects with race, class, ethnicity and sexuality will be studied. Exposure to some of the critiques made by Women's Studies scholars of the traditional academic disciplines and the new intellectual terrain now being mapped. Consideration of one of the central dilemmas of contemporary feminist thinking: the necessity to make gender both matter and not matter at the same time. *Open to all students.*

Ms Creef, Ms Patel, Ms. Reverby

WOST 208 (2)(B²) The Social Construction of Gender

This course discusses the ways in which the social system and its constituent institutions create, maintain and reproduce gender dichotomies. Gender is examined as one form of social stratification and studied in the context of identity formation, emphasizing the relationship between gender, race, ethnicity and social class. The processes and mechanisms that institutionalize gender differences will be considered in a variety of

contexts: political, economic, religious, educational and familial. We will examine some deliberate attempts to change gender patterns. *Open to all students, except those who have taken Sociology 208 or those who took the First-Year Cluster course XSOC: Gender: Power, Identity and Social Change in America 1992-93.*

Ms. Hertz

WOST 222 (1)(2)(B¹)(MR) Women in Contemporary Society

An introductory examination of how changes in social structure, ideology, culture and politics have affected women in the Third World and in the U.S. since World War II. "Separated" and "connected" ways of knowing, as well as feminism as a positive form of critical thinking, are discussed. Issues such as cross-cultural meanings of motherhood, economic and reproductive oppression, and the possibility for many feminisms are examined. Then the focus shifts to women's lives in the U.S., the "happy day" of the 1950s, the impact of the Women's Movement of the 1960s, 70s and 80s, with an emphasis upon work, welfare, and feminist ways of knowing. *Open to all students.*

Ms. Creef, Ms. Patel

WOST 224 (2)(B¹) Women's Lives through Oral History

NOT OFFERED IN 1996-97. OFFERED IN 1997-98. If a woman speaks of her experiences, do we get closer to the "truth" of that experience? How can oral history provide a window into the lives of women in the past and what does it close off? Analysis of methodological and theoretical implications of studying women's lives through oral histories as a way to end the silences in other historical forms. Special attention to be paid to other genres—history, fiction, ethnographies—as a foil to explore the strengths, and limitations, of the oral history approach. *Prerequisite: 120 or 222 recommended, written permission of the instructor required.*

Ms. Reverby

WOST 235 (1)(B¹)(MR) Cross-Cultural Sexuality

Examination and exploration of sexuality from cross-cultural perspectives, focussing on the production of sexuality in the context of different disciplines—literature, anthropology, history and sociology. Course will address the intersections between sexual and socio-cultural, political and economic discourses. How is sexuality constructed in relation to other considerations, ideo-

logical, social and political? How are sexual "norms" established, circulated and maintained in different cultures and at different historical junctures? What if anything constitutes sexual otherness in different cultures? How is this negotiated in a global economy and how is it represented under variable conditions? How do different descriptions of sexual behavior interact with the discourses of identity politics and queerness as constituted in the U.S.? *Prerequisite:* WOST 120, 222, or 250

Ms. Patel

WOST 248 (1)(A)(MR) Asian American Women Writers

This course surveys the historical development of Asian American women's literature. Among the questions central to our examination: How is Asian American writing positioned within the larger field of American literature (as well as within the subfields of other ethnic minority literatures)? Is there such a thing as a "canon" in Asian American literature? The first half of this course will survey the literature of Asian American women writers since the early 20th century (including autobiography, fiction, and poetry) in their social and historical contexts. During the second half of the semester we will look at the work of contemporary writers and interrogate, for example, the commercial success of such writers as Maxine Hong Kingston and Amy Tan. *Prerequisite:* Written permission of the instructor.

Ms. Creef

WOST 250 (B¹)(MR) Asian Women in America

NOT OFFERED IN 1996-97. OFFERED IN 1997-98. This course uses an interdisciplinary framework to examine the ways in which Asian and Asian American women have been both objects as well as subjects of investigation, documentation, and representation in such diverse arenas as film, literature, history, anthropology, and political economy.

Ms. Creef

WOST 275 (2) (B¹) Passing: Transforming Identities in History and Representation

Passing from one identity to another has been a social phenomenon that has existed in different cultures for centuries. Familiar forms of passing have included instances of minority ethnic, religious or racial community members passing as members of the majority community; women passing as men; gays passing as straight; people with disabilities passing as able-bodied, etc. This

course will explore the social and political economies that demand or facilitate different forms of passing and the conditions under which gender, sexuality, class, race, disability and religion are the identities shifted. Questions to be considered will include: under what circumstances do individuals and groups opt or become forced to pass for survival, and under what conditions do some people come back out? What fears around (and popular reactions to) passing circulate? How is the phenomenon of passing represented in different media? If identities become more fluid, is there less pressure to pass? *Prerequisite:* 120 or 222 recommended, written permission of the instructors required.

Ms. Patel and Ms. Reverby

WOST 300 (1)(B²) Classics and New Conventions in Social Research

This course will focus on reading empirical studies in the social sciences. Contemporary and classic works will be compared in order to discuss differences in methodological, theoretical and empirical findings from the Chicago School of Sociology to the present period. Readings have been selected in order to look at how social processes are similar across differing social settings and topics. Several core concerns of social science will be emphasized: socialization, social control, social change, and social inequality. Special attention in the second half of the course will be paid to how feminist and other post-modern ethnographers portray the social reality of their subjects, present themselves to readers and deal with the ethical dilemmas they face in collecting data and writing up their findings in comparison to earlier classical writers. We will explore how feminist and post-modernist critiques of classical ethnographies have altered dominant paradigms and epistemologies, challenging and changing our understanding of the social world and how it works. These scholars have created new conventions in social research. *Permission of the instructor required. Not open to students who have taken Sociology 300.*

Ms. Hertz

WOST 301 (1) (B¹) Seminar. The Politics of Caring

This seminar examines how and why caring is assumed to be a significant part of female character and women's work. Critical examination of explanations of women's roles as caregivers and nurturers, including biosocial, psychoanalytic, and socialization theories and research. Critique of the philosophical debates about caring. Historical study of the work of caring: the

relationship between women's unpaid labor in the home and the work of caring in paid occupations and professions, such as medicine, nursing, day care and social work. Study of how caring has become politicized and the basis for women's political action. *Prerequisite: Open to juniors and seniors with written permission from instructor. WOST 120, or 222, or 220 or Psychology 303 required.*

Ms. Reverby

WOST 302 (B²)(MR) Seminar: Women, War and Peace

NOT OFFERED IN 1996–97. This course involves a cross-cultural examination of the relationship between gender and various institutions of war, military establishments, decision-making, strategy, and culture—and peace—religious pacifism, women's peace camps and other women-led grass-roots antiwar/weapons movements. Specific issues include the politics surrounding women as soldiers, camp followers, and civilian supporters of military establishments, as well as the politics of “maternal thinking” and eco-feminism as challenges to military ideology and practice. The course will draw from a wide range of sources—from Greek mythology and literature on women in the Crusades, to studies on female peace crusaders in the early 1900s, to contemporary arguments about the role of women in combat and military prostitution, to the rationales for and effectiveness of women-only peace camps, such as Greenham Common. *Prerequisites: at least one of the following: WOST 120, 220; POLS 221, 305 and by permission of the instructor.*

WOST 305 (2)(B¹)(MR) Seminar. Topics in Gender, Ethnicity and Race Topic for 1996–97: “The Representations of Women, Natives, and Others.”

A feminist cultural studies approach to the theories and methodologies of the representation of men and women of color in literature, film, art, and photography. This course surveys the development of contemporary U.S. third world feminism and employs multiple readings in Asian American, Pacific Island, African American, Latina/Chicana, and Native American cultural criticism that position the body as an historical category that possesses and/or performs race, class, gender, and sexuality. *Prerequisite: 120, 222, or 224; or Africana Studies 212, 222, 230, or 305; or English 114, 364, or 383; and permission of the instructor.*

Ms. Creef

WOST 311 (2)(B²) Seminar: Family and Gender Studies: The Family, the State and Social Policy

Analysis of problems facing the contemporary U.S. family and potential policy directions in the 1990s. Discussion of the transformation of the American family including changing economic and social roles for women and expanding varieties of family types (such as single mothers by choice and lesbian/gay families). Sexuality, teen pregnancy, reproductive issues, day care, the elderly, divorce, welfare, the impact of work on the family, equality between spouses, choices women make about children and employment and the new American dreams will be explored. Comparisons to other contemporary societies will serve as a foil for particular analyses. *Enrollment is limited. Preference will be given to students who have taken family or gender related courses in anthropology, history, psychology, political science, sociology, or women's studies. Admission by written application prior to registration. Not open to students who have taken Sociology 311.*

Ms. Hertz

WOST 312 (B²) Seminar: Feminist Inquiry

NOT OFFERED IN 1996–97. In all social science disciplines (and the humanities) feminists are questioning the implicit male paradigms, methodological choices and theoretical assumptions in order to transform their discipline. The hope of these thinkers is that we will have a more complete understanding of the social world. This course will examine the current revolution in attempts to rethink gender and other cultural biases in order to produce less distorted accounts of social life. The course will draw upon theoretical, methodological and empirical examples from this new body of social research. We will read different “standpoint” theorists and their various attempts to understand power relations and revise knowledge as they construct the social world from personal understandings. We will examine issues of feminist epistemology including objectivity versus subjectivity in research, the nature of data, the researcher's relationship to her respondents in the first and third worlds, voice and reflexivity, post-modernism and experimental ethnographies. It is recommended that students have taken courses in methods and theory before enrolling in this seminar. Permission of the instructor is required.

Ms. Hertz

WOST 317 (B¹)(MR) Seminar. History of Sexuality: Queer Theory

NOT OFFERED IN 1996–97. OFFERED IN 1997–98. This seminar will introduce the concepts central to queer theory, starting with Foucault and Laqueur and discussions of sexual difference and deviance. It will examine queerness in its various manifestations and practices, butch-femme, transgendering, cross-dressing, bisexuality and third gender. The conflicts and continuities between identity politics and queer identities will be explored in the context of racialization, class, and different-abledness and under the markers of nationhood and subalternity. Finally, what impact do the debates on the production of sexuality in different sites (African American, Native American, Latino, Asian American and non-U.S.) and historical periods have on theories of queerness? *Prerequisite: Open to juniors and seniors with written permission of the instructor.*

Ms. Patel

WOST 320 (2)(B¹)(MR) American Health Care History in Gender, Race and Class Perspective

Traditional American medical history has emphasized the march of science and the ideas of the “great doctors” in the progressive improvement in American medical care. In this course we will look beyond just medical care to the social and economic factors that have shaped the development of the priorities, institutions, and personnel in the health care system in the United States. We will ask how have gender, race and class affected the kind of care developed, its differential delivery, and the problems and issues addressed. *Open to juniors and seniors by written permission of the instructor.*

Ms. Reverby

WOST 330 (B¹)(MR) Seminar. Twentieth-Century Feminist Movements in the First and Third World

NOT OFFERED IN 1996–97. Examination of the different political theories that explain the emergence of feminist political movements in the 20th century. Cross-cultural exploration of particular histories of different feminist movements. Emphasis will be placed on the theories of feminism in different movements and the actual political practice of these movements. Students will be expected to lead class presentations and to complete a major research paper. *Open by written permission of the instructor.*

WOST 350 (1)(2) Research or Individual Study
Open to seniors by permission.

WOST 360 (1)(2) Senior Thesis Research
By permission of the department. See p. 73, Honors.

WOST 370 (1)(2) Senior Thesis
Prerequisite: 360.

Cross-Listed Courses

For Credit

AFR 208 (2)(B²)(MR)
Women in the Civil Rights Movement

AFR 212 (2)(A)(MR)
Black Women Writers

AFR 217 (1)(B²)(MR)
The Black Family

AFR 218 (B²)(MR)
Domestic Service in Cross-Cultural Perspective.
Not offered in 1996–97.

AFR 222 (B¹)(MR)
Images of Blacks and Women in American Cinema. *Not offered in 1996–97.*

AFR 230 (2)(B²)(MR)
The Black Woman in America

AFR 305 (1)(B²)(MR)
African American Feminism

AFR 318 (B²)(MR)
Seminar. Women and the African Quest for Modernization and Liberation. *Not offered in 1996–97.*

AFR 335 (2)(B²)(MR)
Women Writers of the English-Speaking Caribbean.

ANTH 236 (1)(B²)
Witchcraft, Magic and Ritual: Theory and Practice

ANTH 269 (1)(B²)(MR)
The Anthropology of Gender Roles, Marriage and the Family

ARTH 233 (1)(A)
Domestic Architecture and Daily Life

- ARTH 265 (A)**
Intermediate Videoproduction: the World of the Documentary Producer. *Not offered in 1996–97. Offered in 1997–98.*
- ARTH 309 (2)(A)**
Seminar. Problems in Architectural History. Topic for 1996–97: “Architecture, Place and Memory.”
- ARTH 364 (A)**
Women Filmmakers: Resisting/Deflecting/Subverting the Gaze. *Not offered in 1996–97. Offered in 1997–98.*
- CHIN 330 (2)(A)(MR)**
Women in Chinese Literature
- CLCV 104 (1)(A)**
Classical Mythology
- CLCV 215/315 (2)(A)**
Women’s Life in Greece and Rome
- ECON 229 (B²)**
Women in the Labor Market. *Not offered in 1996–97.*
- ECON 243 (B²)**
Race and Gender in U.S. Economic History. *Not offered in 1996–97.*
- ECON 249 (1)(B²)**
Seminar. Marxist and Post-Marxist Economics. *Not offered in 1996–97.*
- EDUC 306 (2)(B¹ or B²)**
Seminar. Women, Education and Work.
- EDUC 312 (1)(B¹)**
Seminar. History of Child Rearing and the Family
- ENG 114 (1)(A)(MR)**
Race, Class and Gender in Literature
- ENG 272 (1)(A)**
The Victorian Novel
- ENG 383 (2)(A)**
Women in Literature, Culture, and Society. Topic for 1996–97: Charlotte Brontë and Elizabeth Gaskell
- EXTD 203 (1)(B¹ or B²)**
Ethical and Social Issues in Genetics
- EXTD 204 (2)(B¹ or B²)**
Women and Motherhood
- FREN 208 (A)**
Women and the Literary Tradition. *Not offered in 1996–97.*
- FREN 240 (A)**
Images of Women in French Film. *Not offered in 1996–97.*
- FREN 304 (2)(A)**
Male and Female Perspectives in the Eighteenth Century Novel
- FREN 318 (A)**
Modern Fiction. *Not offered in 1996–97.*
- FREN 319 (A)**
Women, Language, and Literary Expression. *Not offered in 1996–97.*
- FREN 321 (1)(A)**
Seminar. Topic: Women Playwrights of the Comédie Française.
- FREN 327 (2)(A)**
The Feminine in Nineteenth-Century Texts. *Not offered in 1996–97.*
- FREN 329 (2)(A)**
Colette/Duras: “A Pleasure Unto Death.”
- GER 255 (1)(A)**
The Woman Question Now: 1750–1900
- GER 329 (A)**
Readings in Eighteenth-Century Literature and Culture
- HIST 257 (B¹)**
History of Women and Gender in America. *Not offered in 1996–97.*
- HIST 294 (2)(B¹)**
Immigration in America
- HIST 301 (B¹)**
Women of Russia: A Portrait Gallery. *Not offered in 1996–97. Offered in 1997–98.*
- HIST 342 (B¹)(MR)**
Seminar. Women, Work and the Family in African History. *Not offered in 1996–97.*
- HIST 345 (B¹)**
Seminar. The American South. *Not offered in 1996–97. Offered in 1997–98.*
- HIST 348 (B¹)**
Seminar. History of Medicine. *Not offered in 1996–97. Offered in 1997–98.*
- HIST 354 (2)(B¹)**
Seminar: Family History
- HIST 364 (B¹)(MR)**
Seminar. Women in Islamic Society: Historical Perspectives. *Not offered in 1996–97. Offered in 1997–98.*

- ITAL 349 (2)(A)**
Seminar. The Cinema of Transgression
- LANG 238 (B²)**
Sociolinguistics.
- MUSIC 235/335 (2)(A)**
Music in Historical/Critical Context. *Not offered in 1996-97.*
- PEAC (1)(B²)**
Peace and Conflict Resolution. Topic for 1996-97: Women, Citizenship and Justice.
- PHIL 227 (1)(B¹)**
Philosophy and Feminism
- PHIL 249 (1)(B¹)**
Medical Ethics
- POL2 307 (1)(B²)(MR)**
Seminar. Gender, Culture and Political Change
- POL1 320 (B²)**
Seminar. Inequality and the Law. *Not offered in 1996-97.*
- POL1 336 (B²)**
Seminar. Women, the Family and the State. *Not offered in 1996-97.*
- POL3 331 (1)(B¹)**
Seminar. Women, War and Peace
- POL4 343 (B²)(MR)**
Seminar. New Theoretical Perspectives: The Politics of Identity
- POL4 344 (2)(B²)**
Feminist Political Theory
- POL4 345 (B²)**
Seminar: Human Rights
- PSYC 245 (B²)(MR)**
Cultural Psychology. *Not offered in 1996-97. Offered in 1997-98.*
- PSYC 303 (1)(B²)**
Psychology of Gender
- PSYC 317 (1)(B²)**
Seminar. Psychological Development in Adults
- PSYC 325 (B²)**
Seminar. History of Psychology. *Not offered in 1996-97. Offered in 1997-98.*
- PSYC 329 (B²)**
Seminar: Lives in Transition. *Not offered in 1996-97.*
- PSYC 340 (1)(B²)**
Organizational Psychology
- PSYC 347 (B²)(MR)**
Seminar: Ethnicity and Social Identity. *Not offered in 1996-97. Offered in 1997-98.*
- REL 225 (B¹)**
Women in Christianity. *Not offered in 1996-97. Offered in 1997-98.*
- REL 243 (1)(B¹)(MR)**
Women in the Biblical World.
- REL 316 (B¹)**
Seminar. The Virgin Mary. *Not offered in 1996-97. Offered in 1997-98.*
- SOC 209 (1)(B²)**
Social Inequality: Class, Race, and Gender
- SOC 217 (2)(B²)**
Power: Personal, Social, and Institutional Dimensions.
- SOC 228 (B²)**
Sociology of the Workplace. *Not offered in 1996-97.*
- SPAN 253 (A)(MR)**
The Spanish-American Short Story. *Not offered in 1996-97.*
- SPAN 259 (A)(MR)**
Women Writers of Latin America. *Not offered in 1996-97.*
- SPAN 260 (A)**
Women Writers of Spain, 1970 to the Present. *Not offered in 1996-97.*
- SPAN 267 (1)(A)**
The Writer and Human Rights
- TECH 209**
Women and Technology. *Not offered in 1996-97. Offered in 1997-98.*
- THST 212 (A)**
Representations of Women on the Stage. *Not offered in 1996-97.*

Directions for Election

A major in Women's Studies offers an opportunity for the interdisciplinary study of women from the perspectives of the humanities, sciences, and social sciences. Women's Studies majors seek an understanding of the new intellectual frameworks that are reshaping thought about the meaning and role of gender in human life. Majors pursue knowledge of gendered experiences in diverse cultures and across time, examining the ways in which race, social class, sexuality and ethnicity are constitutive of that experience.

Beginning with the class of 1998 a major in Women's Studies will require nine courses taken both within the department and through the cross-listed courses taught in other departments. Of these, two units must be 300-level courses (not counting 350, 360 or 370). Not more than two units can be 100-level courses.

Students are encouraged to enter the department through one of the three core courses: WOST 120 (Introduction to Women's Studies), WOST 208 (The Social Construction of Gender), or WOST 222 (Women in Contemporary Society). Majors must take ONE of these courses as a required course. Apart from this one required course (120, 208 or 222), majors must elect at least three other courses offered within the Women's Studies department, of which one should be a seminar. Students majoring in Women's Studies must elect four of the nine courses in such a way that they form a "concentration," i.e., have a focus or central theme in common. Such concentration should include relevant method and theory courses in the area of concentration and must be discussed with and approved by a Women's Studies faculty advisor (the Chair or any of the four WOST faculty members), in consultation with whom she will design her major program.

A minor in Women's Studies consists of five courses, of which one must be chosen from among WOST 120, WOST 208 or WOST 222, and of which one must be a 300-level course (not a 350) offered within the department. A total of at least three courses must be taken within the Women's Studies department. Minors must devise a three-course "concentration" (see above) in consultation with a Women's Studies faculty advisor (the Chair or any of the four Women's Studies faculty members). Not more than one unit can be a 100-level course.

Writing Program

Director: Wood

Assistant Professor: Schwartz, Viti

Lecturer: Johnson

Writing is central to academic life at Wellesley, and will continue to play an important role in most students' lives after they graduate, whether they choose majors in the sciences, the social sciences, or the humanities. Writing 125 provides a common introductory experience in college-level thinking and writing for all students at Wellesley, and is also assumed to provide the base for writing assigned in later courses. Writing 125 courses are taught by faculty from many departments as well as by a team of writing professionals; all Writing 125 faculty view writing as an important part of their own professional lives and are committed to helping Wellesley students learn to use writing as a powerful tool of thought and expression, a way to gain entrance to public discourse.

All Writing 125 courses have the primary goal of helping students establish a useful writing process, from developing ideas through revision. All sections provide instruction in analysis and interpretation, in argument and the use of evidence, in the development of voice, and in the conventions of academic writing, including writing from sources. Students may choose to take a standard Writing 125 course (meeting two periods a week and addressing a small, well-defined topic related to the instructor's expertise), or to study writing as part of an introductory course in another department (these "combined courses" are designated with a slash in the course title; all carry one unit of credit, fulfill distribution and/or major requirements, and meet for three periods each week).

All students are required to take Writing 125 in either the fall or spring semester of their first year at Wellesley. Students who lack confidence in their writing are advised to take Writing 125 in the fall and to select one of the sections designated for underconfident writers (10, 11, 12, 15, 16). Davis Scholars and transfer students who have not met the Writing Requirement may opt to take Writing 200 instead of Writing 125.

Students who wish to pursue the study of writing beyond Writing 125 may select independent study in writing (Writing 250) with a member of the Writing Program staff, but they should also be aware that many courses at Wellesley are

taught writing-intensively, offering the opportunity to study writing as part of their disciplinary study.

Below are descriptions of the Writing 125 sections offered in 1996–97. Students are invited to indicate a list of preferences, which will be honored as far as possible.

SEMESTER I

WRIT 125 01,02,03/English 120 (1)(A) Critical Interpretation

An examination of classic poetic texts in English from the Renaissance to the modern period—Shakespeare, Donne, Wordsworth, Dickinson, Yeats, Bishop, and others. A course designed to increase power and skill in critical interpretation and critical writing. *Open to all first-year students but primarily recommended for prospective English majors, this course satisfies both the Writing 125 and the English 120 requirements, and fulfills a Group A distribution requirement. Includes a third session each week.*

Ms. Hickey, Mr. Shetley, Ms. Harman, Department of English

WRIT 125 04/Classical Civilization 120 (1)(A) The Trojan War

Heroes and heroines at Troy; Greek victory and Trojan defeat; the homecoming of the heroes. Selected readings in translation from Homer's *Iliad* and *Odyssey*, Euripides' *Trojan Women* and *Hecuba*, and Vergil's *Aeneid*. Recent critical essays on the epics and on Euripides' tragedies. *Open to all first-year students, this course satisfies both the Writing 125 requirement and the Group A distribution requirement, and counts as a unit toward the Classical Civilization major. Includes a third session each week.*

Ms. Geffcken, Departments of Greek and Latin

WRIT 125 05/Art 100 (1)(A) Introduction to the History of Art: Ancient and Medieval Art

A foundation course in the History of Art, Part 1. The course introduces students to the ancient and medieval art and architecture of Western Europe, Africa, Asia, and the Islamic world. Students in this section of Art 100 will attend the same twice-weekly lectures and weekly conference as the other Art 100 students, but their assignments will be different and they will attend an additional conference meeting each week. Through writing about art, students in 100/125 will develop skills in visual and critical analysis. *Open to all first-year students, this course satisfies the Writing 125 requirement, fulfills a Group A distribution*

requirement, and counts as a unit toward a major in Art History, Architecture or Studio Art.

Ms. Bedell, Department of Art

WRIT 125 06/Education 102 (1)(B) Education in Philosophical Perspective

Reflective and analytical inquiry into ideas and problems of education. Topics include: learning and teaching, educational aims and values, curriculum and schooling. Readings both classical (e.g., Plato, Dewey, DuBois) and contemporary. *Open to all first-year students, this course satisfies the Writing 125 requirement, fulfills a Group B distribution requirement, and counts as a unit toward the Education minor. Includes a third session each week.*

Mr. Hawes, Department of Education

WRIT 125 07 (1) Human Origins

We will begin the semester by reading, discussing and writing about the various stories or myths humans have used to account for their origins. Were such stories fashioned by constituencies within a given society to achieve particular agendas? Do myths of origins touch on issues of gender and race? The latter part of the course will focus on the scientific account of human origins. Can we find "objective truths" in the stories championed by scientists? We will conclude by considering the clash between myth and science as evidenced by the creationist controversy. We will draw heavily from the writings of Joseph Campbell, Stephen J. Gould, and Charles Darwin.

Mr. Harris, Department of Biological Sciences

WRIT 125 08 (1) Imagining Infinity

How does one create infinity in the imagination? Some of the most beautiful and many of the scientifically important concepts of mathematics involve a notion of infinity. This course will study some of these notions, explore their surprising and almost paradoxical nature, and examine their formal definitions. Topics include some or all of: countable and uncountable sets; transfinite numbers; limits; infinite summations; rearrangement of infinite summations; fractals; fractal dimension. No previous familiarity with these notions is required.

Ms. Sontag, Department of Mathematics

WRIT 125 09 (1) Latina Voices: Texts and Contexts

Close reading and viewing of selected Latina texts and films. Topics for discussion and writing

include: single and multiple identities in Latina culture (national origin, gender, class, sexuality); autobiographical and fictional self-representation; cultural icons and feminist thought; the role of Latinas in the Third World Feminist Movement; language and genre choice; and contemporary affirmative action debates.

Mr. Vega, Department of Spanish

WRIT 125 10 (1) Language and Technology

For ESL students, this course explores the relationship between language and the technologies that shape our language. We will examine the impact of three modern technologies of communication: the telephone, the television, and the computer. What are the “rules” for talking and writing in these media? What do we talk about and how much do we say when we communicate with these new forms? How have these media affected the frequency with which we speak and write, the kinds of things we say, the people that we communicate with, the impact of increased communication on the world? Students will write a variety of papers about this subject, and will work on developing their own languages of communication as well as understanding the languages of others. Includes a third hour each week.

Ms. Wood, The Writing Program

WRIT 125 11,12 (1) The Role of Stories

This course looks at the rich and various roles stories play. We begin by reading different types of stories and we consider how these stories convey complex ideas in an effective and compelling manner (think of all the times you understood some principle or subtle truth because it was communicated to you in the form of a story). We also look at the short story as a literary form, examining the techniques by which writers reveal their visions. This section is appropriate for students who have not done much writing in high school or who perhaps lack confidence in writing (but who love to read stories).

Mr. Schwartz, The Writing Program

WRIT 125 13 (1) Spiritual Journeys

We will examine the spiritual reflections of women and men across cultures and history through our reading and writing. We will focus on the nature and meaning of spirituality, the attainment of inner and outer peace as a goal of spiritual life, and the significance of place as a locus of spiritual awareness and connection. Among others, we will read from the reflections of a current-day Buddhist monk, Thich Nhat

Hanh; the twentieth century American pilgrim, Peace Pilgrim; Black Elk, Mary Crow Dog, and Joseph Iron Eye Dudley of the Sioux people; and Kathleen Norris, a South Dakotan writer.

Ms. Ward, The Writing Program

WRIT 125 14 (1) Law and Literature

Students will read and write papers about works of literature, both fiction and nonfiction, that reflect society's values concerning law and justice. Readings will be selected from such works as *Up from Slavery*, Elie Wiesel's *Night*, Kafka's *The Trial*, the Houstons' *Farewell to Manzanar*, Alan Dershowitz's *The Best Defense*, and popular and classic films such as *Inherit the Wind*, *The Verdict*, and *The Firm*.

Ms. Viti, The Writing Program

WRIT 125 15 (1) Women and Memoir: Reshaping a Life

When does a writer choose to write about herself? This course will try to answer that question by exploring how writers select and fashion events from their own lives to provide context for their ideas. For women writers especially, this “revision” of personal experience has proved a powerful forum for addressing artistic, social, and political issues. Readings will include essays and selections from autobiographies by Virginia Woolf, Maya Angelou, Alice Walker, Maxine Hong Kingston, and Joan Didion. Students will have the opportunity to use their own journal entries as raw material for critical essays.

Ms. Johnson, The Writing Program

WRIT 125 16 (1) The Observing Eye: The Autobiographical Essay

True autobiography, Patricia Hampl notes, “is written in an attempt to find not only a self but a world.” How does a writer discover the universal truth embedded in her particular story? How does he or she persuade us that something important is being discussed? Whether writing about childhood, family, or social or political issues, the autobiographical essayist uses her own life as primary text. In this course we will examine how writers such as Alice Walker, Joan Didion, George Orwell, and James Baldwin have used personal observation to shape important social statements.

Ms. Johnson, The Writing Program

WRIT 125 17 (1) Self and Community

The course will consider aspects of the troubled relationships between self and community. Readings will include Sophocles' *Antigone*, Wharton's

The Age of Innocence, Hong Kingston's *Woman Warrior*, and shorter essays. These works will provide opportunities to examine social pressures on individuals (including the pressures of gender and race). We will also explore the sense of collectivity or larger belonging that such pressures foster. The writing assignments, which will include narrative as well as critical essays, will focus primarily on the ambiguous negotiations required of the self in a community.

Mr. Ko, Department of English

WRIT 125 18 (1) Writing and Contemporary British Film

This course aims to improve students' writing in a variety of genres as we focus our attention on a few films by British directors since 1960—films often thought too “arty” or “intellectual” by Hollywood standards. Written assignments will include some analyses of cinematic rhetoric, a comparison of two directors' styles, a research paper on one director, a film review, and a portion of a screenplay. Directors studied will include Tony Richardson (*The Loneliness of the Long-Distance Runner*), Joseph Losey (*The Servant*), Richard Lester (*A Hard Day's Night*), Nicholas Roeg (*Performance*), Ken Russell (*Women in Love*), Stanley Kubrick (*A Clockwork Orange*), Peter Greenaway (*The Cook, the Thief, his Wife and her Lover*), and Stephen Frears (*My Beautiful Laundrette*).

Mr. Cooper, Department of English

WRIT 125 19 (1) Appearance and Identity

One of the most cherished ideas in our culture, especially since the Renaissance, is that we should assess people by what's inside them, the quality of their (hidden) essences, selves, minds, or souls, and not by their outward appearances. Yet our culture is nonetheless obsessed by how people look. This course will give students an opportunity to think about this paradox, in a series of discussions, collaborative presentations, and written essays. To stimulate this work conceptually, we will read some nonfictional prose, such as Montaigne's “On Physiognomy” as well as current discussions about gender and performance. But we'll emphasize fictional text, including Swift's *Gulliver's Travels*, Shelley's *Frankenstein*, Brontë's *Jane Eyre*, Wilde's *The Picture of Dorian Grey*, Morrison's *The Bluest Eye*, and at least one film, Hitchcock's *Vertigo*—focusing on ways in which physical appearance is used to construct power relations among genders and social and ethnic groups.

Mr. Noggle, Department of English

WRIT 250 (1) Research or Individual Study

Open to qualified students who have completed 125. Permission of the instructor and the Director of The Writing Program required.

SEMESTER II

WRIT 125 01/English 120 (2)(A) Critical Interpretation

An examination of classic poetic texts in English from the Renaissance to the modern period—Shakespeare, Donne, Wordsworth, Dickinson, Yeats, Bishop, and others. A course designed to increase power and skill in critical interpretation and critical writing. *Open to all first-year students but primarily recommended for prospective English majors, this course satisfies both the Writing 125 and the English 120 requirements, and fulfills a Group A distribution requirement. Includes a third session each week.*

Mr. Cain, Department of English

WRIT 125 02/English 121 (2)(A) The Novels of Jane Austen

Students will read a selection of the great novels of Jane Austen and use her work to learn skills for the close reading of fiction in general. We will study the details of Austen's fictional technique. From what perspective are the novels told? How does the author reveal her attitudes toward her characters? At the same time we will consider the broader questions raised by the novels. What values motivate Austen's fiction? How does she comment on the larger social and historical scene? What are her views on such issues as slavery or the proper role of women? *Open to all first-year students, this course satisfies both the Writing 125 requirement and a Group A distribution requirement, and counts as a unit toward the English major. It meets three times a week.*

Ms. Meyer, Department of English

WRIT 125 03/English 127 (2)(A) An Introduction to Modern Drama

A study of modern drama from Ibsen to the present. First, a discussion of early modern European drama and dramatic theory, with readings by Henrik Ibsen, Bertolt Brecht, Antonin Artaud, and Eugene Ionesco; then a discussion of late modern and contemporary American drama and theater, with readings by Lorraine Hansberry, Maria Irene Fornes, and Adrienne Kennedy, and viewings of some local performances. Focus on the skills of reading a play and viewing a performance, and on the political, psychological and artistic functions of theater. *Open to all first-year*

students, this course satisfies both the Writing 125 requirement and a Group A distribution requirement, and counts as a unit towards the English major. It meets three times a week.

Mr. Rosenwald, Department of English

WRIT 125 04/Art 101 (2)(A) Introduction to the History of Art: Renaissance to the Present

A foundation course in the History of Art, Part 2. The course concentrates on art and architecture in Europe and North and Central America from the Renaissance period to the present; some consideration is given to post-medieval Islamic and African art. Students in this section of Art 101 will attend the same twice-weekly lectures and weekly conference as the other Art 101 students, but their assignments will be different, and they will attend an additional conference meeting each week. Through writing about art, students in 101/125 will develop skills in visual and critical analysis. *Open to all first-year students, this course satisfies the Writing 125 requirement, fulfills a Group A distribution requirement, and counts as a unit toward a major in Art History, Architecture, or Studio Art.*

Mr. Rhodes, Department of Art

WRIT 125 05 (2) Controversies in Science, Medicine, and Technology

Progress in science, medicine, and technology has never occurred without controversy. This course examines the nature of scientific, medical, and technological controversies, using a case method approach. How does a controversy develop, how is it adapted for political purposes, and how does resolution occur, even if only temporarily? Student writing will focus on developing an historical context for the rise and fall of disputes and a sociological explanation for their persistence over time. Topics will include the fetal research dispute, the animal rights controversy, the diet-cancer debate and the creation-evolution controversy.

Mr. Imber, Department of Sociology

WRIT 125 06 (2) The Art of Fiction

This course examines the basic elements of short fiction, but it might also be titled "How Writers Write." In conjunction with reading and writing about short stories, we will study commentaries about the art of fiction by such writers as Flannery O'Connor, Eudora Welty, Grace Paley and Leslie Marmon Silko. We will approach these texts as a source of instruction and inspiration for our own efforts to master the writing process. In order to better appreciate a short story writer's technical and artistic strategies, we will occasion-

ally try our hand at some fictional exercises. Note: This is not a fiction writing course; the fiction exercises are assigned in conjunction with analytical papers.

Mr. Schwartz, The Writing Program

WRIT 125 07 (2) The Observing Eye: The Autobiographical Essay

True autobiography, Patricia Hampl notes, "is written in an attempt to find not only a self but a world." How does a writer discover the universal truth embedded in her particular story? How does he or she persuade us that something important is being discussed? Whether writing about childhood, family, or social or political issues, the autobiographical essayist uses her own life as primary text. In this course we will examine how writers such as Alice Walker, Joan Didion, George Orwell, and James Baldwin have used personal observation to shape important social statements.

Ms. Johnson, The Writing Program

WRIT 125 08 (2) Women and Memoir: Reshaping a Life

When does a writer choose to write about herself? This course will try to answer that question by exploring how writers select and fashion events from their own lives to provide context for their ideas. For women writers especially, this "revision" of personal experience has proved a powerful forum for addressing artistic, social, and political issues. Readings will include essays and selections from autobiographies by Virginia Woolf, Maya Angelou, Alice Walker, Maxine Hong Kingston, and Joan Didion. Students will have the opportunity to use their own journal entries as raw material for critical essays.

Ms. Johnson, The Writing Program

WRIT 125 09 (2) Women and Law

We will read cases and articles about the way courts have changed existing laws affecting American women and their roles in the workplace, the academy, and the home. Readings will be selected from such cases as *Roe v. Wade* and *Webster v. Reproductive Health Services* (abortion), *In Re Baby M* (surrogacy), and *Marvin v. Marvin* (divorce and "rehabilitative alimony"), and from recent cases on gender discrimination, affirmative action, and parental rights.

Ms. Viti, The Writing Program

WRIT 125 10 (2) Cultural Crossings

This course explores the experience of crossing from the familiar to the foreign, whether the movement is between nations, neighborhoods, ethnic groups, or families. Our readings will range from Richard Rodriguez's account of his California childhood as the son of Mexican immigrants to Claude Levi-Strauss's descriptions of anthropological research in Brazil.

Ms. Brogan, Department of English

WRIT 125 11 (2) Jerusalem, the Holy City

An exploration of the history, archaeology, and architecture of Jerusalem from the Bronze Age to the present. Special attention to the ways in which Jerusalem's Jewish, Christian, and Muslim communities transformed Jerusalem in response to their religious and political values.

Ms. Geller Nathanson, Department of Religion

WRIT 125 12 (2) Complaint and Criticism

This course explores the relationship between the everyday activity of complaining and the act of social criticism. What makes up the difference? How can a complaint become public and legitimate? Looking at contemporary as well as eighteenth and nineteenth-century examples, we'll give particular attention to complaints about reversed gender roles, consumerism, injustice and vulgarity. Readings will include Carlyle, Marx, Matthew Arnold, and theories of social criticism; we'll also examine contemporary journalism in different media.

Ms. Lee, Department of English

WRIT 125 13 (2) Europeans at War, 1939–1945

This course explores the political and social history of the Second World War in Europe. How did Europeans respond to the threat—and the reality—of Nazi domination? Who resisted, and why? Who collaborated, and why? Readings will be drawn primarily from a rich memoir literature. Writing assignments will ask students to evaluate these memoirs as historical sources in the context of historical scholarship about the war.

Mr. Sheman, Department of History

WRIT 125 14 (2) Writing about Fiction

We will practice analytical writing in a series of essays on fiction. Several essays will be critical interpretations of short stories by Lawrence, Welty, Nabokov, Garcia-Marquez, Valenzuela, and Kawabata; one essay will respond to *One*

Writer's Beginnings, Eudora Welty's autobiographical account. We will also take a look at contemporary discussions of the nature of fiction and reflect upon the complexity of our pleasure in reading it. To understand the implications of an author's choices about the narrator, setting, plot, and tone, we will each attempt (in an ungraded assignment) to write a short story.

Ms. Sides, Department of English

WRIT 125 15 (2) Sisters in Crime

From Nancy Drew to Miss Marple, a study of detective fiction by and about women. We will read five mystery novels from a variety of genres—hardboiled, academic, and English country-house—and we will compare at least one novel with its film version. Scholarly essays and standard histories of the mystery genre will provide students with models for academic writing.

Ms. Lynch, Department of English

WRIT 125 16 (2) Censorship and Creativity

Through close readings of poems, plays, essays and testimonial works, this course will examine the role of the writer under censorship, as well as issues of freedom, social responsibility and justice. The theme of writers in exile will also be addressed. Among the writers: Luisa Valenzuela, Jacobo Timmerman, and Ariel Dorfman. Students will write analytic essays, responding to these depictions of a society where writing and living are both dangerous and courageous acts.

Ms. Agosin, Department of Spanish

WRIT 126 (2) Writing Tutorial

An individual tutorial in expository writing, taught by juniors and seniors from a variety of academic departments. An opportunity to tailor reading and writing assignments to the student's particular needs and interests. Tutorial meetings are individually arranged by students with their tutors. *Open to students from all classes by permission of the instructor.*

Ms. Wood, The Writing Program

WRIT 250 (2) Research or Individual Study

Open to qualified students who have completed 125. Permission of the instructor and the Director of the Writing Program required.

Courses in Film and Video

The courses of instruction include the following courses in film and video:

AFR 207 (2)(B²)(MR)

Images of Africana People through the Cinema

AFR 222 (1)(B¹)(MR)

Images of Blacks and Women in American Cinema. *Not offered in 1996-97.*

ART 165 (2)(A)

Introduction Video Production

ART 265 (1)(A)

Intermediate Video Production. *Not offered in 1996-97.*

ART 364 (2)(A)

Women Filmmakers: History and Theory of Subversion. *Not offered in 1996-97. Offered in 1997-98.*

ART 365 (2)(A)

Advanced Video Production *Not offered in 1996-97.*

CHIN 243 (1)(A)(MR)

Chinese Cinema

CHIN 244 (A)(MR)

Chinese American Culture. *Not offered in 1996-97.*

ENG 204 (1)(A)

The Art of Screenwriting

ENG 320 (1)(A)

Literary Cross Currents: Film Noir

EXTD 231 (2)(A)

Interpretation and Judgment of Films

FREN 240 (1)(A)

Images of Women in French Film. *Not offered in 1996-97.*

FREN 314 (2)(A)

Cinema. *Not offered in 1996-97.*

GER 244/344 (2)(A)

German Cinema 1919-1945 (in English). *Not offered in 1996-97.*

GER 246/346 (2)(A)

Postwar German Film

ITAL 249 (2)(A)

Seminar. The Cinema of Transgression (in English)

ITAL 261/361 (1)(A)

Italian Cinema (in English)

JPN 251 (1)(A)(MR)

Japan Through Literature and Film (in translation). *Not offered in 1996-97.*

SOC 216 (B²)

Sociology of Mass Media and Communications. *Not offered in 1996-97.*

SOC 232 (2)(B²)

Visualizing Inequality: Exploration through Documentary Film

SPAN 315 (2)(A)(MR)

Seminar. Luis Buñuel and The Search For Freedom and Morality

TECH 140

Television Technology and Projects Workshop. *Not offered in 1996-97.*

Legal Studies

Law is a central institution in the organization of social life, and legal doctrines and procedures play an important role in establishing collective values, mediating conflicts between individuals and groups, and resolving questions of state power. Legal materials provide a rich ground for developing reading and interpretive skills, and for promoting serious inquiry into visions of the good and the just, the dimensions and limits of private and public decision-making, and conflicts between consent and coercion. Finally, cross-cultural and historical analyses offer students opportunities to explore the ways in which legal institutions and practices help create diverse social identities and communities. Students wishing to explore a range of legal materials, analytical frameworks, and institutions are encouraged to select courses from several perspectives and disciplines.

There is no departmental or interdepartmental major in legal studies; however, coursework in this area can enrich and enlarge concentrations in a variety of disciplines. Students who plan to apply for admission to law school should consult the section on Preparation for Law School on p. 61 of this catalog.

Legal Institutions, Policies and Practices

ECON 325 (1)(B²)

Law and Economics

EXTD 203 (1)(B¹ or B²)

Ethical and Social Issues in Genetics

POL1 215 (2)(B²)

Courts, Law, and Politics

POL1 312 (B²)

The Criminal Justice System. *Not offered in 1996-97.*

SOC 207 (B²)

Criminology. *Not offered in 1996-97.*

SOC 338 (B²)

Seminar. Topics in Deviance, Law and Social Control. *Not offered in 1996-97.*

Legal Ideas and Interpretations

CLCV 243 (2)(B¹)

Roman Law. *Not offered in 1996-97. Offered in 1997-98.*

HIST 258 (2)(B¹)

Freedom and Dissent in American History

PHIL 326 (1)(B¹)

Philosophy of Law

POL1 311 (1)(B²)

The Supreme Court in American Politics

POL1 320 (B²)

Seminar. Inequality and the Law. *Not offered in 1996-97.*

POL1 335 (2)(B²)

Seminar. The First Amendment

Courses in Health and Society

The anthropologist Mary Douglas observed that "the human body is always treated as an image of society and . . . there can be no natural way of considering the body that does not involve at the same time a social dimension." Similarly, how we perceive our bodies, how they are treated by the health care system, how medicine and health care shape how we see ourselves are critical questions we must all face. Courses in Health and Society include ones that examine the workings of the human body and mind and ones that take a broad look at the relationship between health and larger cultural and societal issues. These courses encourage students to confront the ethical, social and political issues in the creation of health and science, and they allow students to consider the broad issues that link the body to the body politic. They offer valuable perspectives to enrich students planning careers in the health field and benefit anyone confronting health care in today's complex world.

Although there is no departmental or inter-departmental major in Health Studies, these courses enrich and enlarge concentrations in a variety of disciplines. They also demonstrate how different disciplines contribute to understanding a topic (health) and an institution (the health care system) that affect all our lives. Students who plan to apply for admission to medical school should consult the section on Preparation for Medical School on p. 61 of this catalogue.

The courses of instruction include the following courses in health and society:

ANTH 104 (1)(2)(B²)(MR)

Introduction to Anthropology

ANTH 204 (B²)

Physical Anthropology. *Not offered in 1996-97.*

ANTH 236 (1)(B²)(MR)

The Ritual Process: Magic, Witchcraft and Religion

BISC 107 (1)(C)

Biotechnology

BISC 109 (1)(C)

Human Biology with Laboratory

BISC 209 (2)(C)

Microbiology with Laboratory

BISC 213 (1)(2)(C)

The Biology of Brain and Behavior with Laboratory

CLCV 241 (2)(B¹)

Medicine and Science. *Not offered in 1996-97.*

ECON 232 (1)(B²)

Health Economics

EXTD 203 (1)(B¹ or B²)

Ethical and Social Issues in Genetics

EXTD 204 (2)(B¹ or B²)

Women and Motherhood

HIST 224 (1)(B¹)

The Healing Arts: Medicine and Society in Medieval and Renaissance Europe

HIST 348 (B¹)

Seminar. History of Medicine. *Not offered in 1996-97.*

PHIL 249 (1)(B¹)

Medical Ethics

PHYS 222 (2)(C)

Medical Physics. *Not offered in 1996-97.*

POL1 317 (B²)

The Politics of Health Care. *Not offered in 1996-97.*

PSYC 219 (1)(B²)

Physiological Psychology

PSYC 302 (1)(B²)

Health Psychology

PSYC 309 (1)(B²)

Abnormal Psychology

PSYC 318 (2)(B²)

Seminar. Brain and Behavior

PSYC 325 (B²)

Seminar. History of Psychology. *Not offered in 1996-97.*

SOC 225 (B²)

Social Controversies in Science and Technology. *Not offered in 1996-97.*

SOC 314 (1)(B²)

Medical Sociology and Social Epidemiology

TECH 200 (C)

Medical Technology and Critical Decisions. *Not offered in 1996-97.*

WOST 235 (1)(B²)

Cross-Cultural Sexuality

WOST 320 (2)(B¹)(MR)

American Health Care History in Gender, Race and Class Perspective

Courses on Multicultural Issues

The following courses fulfill the multicultural distribution requirement described on p. 58, Multicultural Requirement:

- AFR 105 (1)(B²)
Introduction to the Black Experience
- AFR 150 (2)
First-Year Student Sophomore Colloquia. *Not offered in 1996-97.*
- AFR 200 (1)(B¹)
Africans in Antiquity. *Not offered in 1996-97.*
- AFR 201 (1)(A)
The African-American Literary Tradition
- AFR 202 (2)(B¹)
Introduction to African Philosophy
- AFR 203 (1)(B²)
Introduction to African-American Sociology
- AFR 204 (2)(B²)
Third World Urbanization
- AFR 205 (2)(B²)
The Politics of Race Domination in South Africa. *Not offered in 1996-97.*
- AFR 206 (2)(B¹)
Introduction to African-American History, 1500-Present
- AFR 207 (2)(B²)
Images of Africana People through the Cinema
- AFR 208 (2)(B²)
Women in the Civil Rights Movement
- AFR 210 (2)(A)
Folk and Ritual Music of the Caribbean. *Not offered in 1996-97.*
- AFR 211 (1)(A)
Introduction to African Literature
- AFR 212 (2)(A)
Black Women Writers. *Not offered in 1996-97.*
- AFR 213 (2)(B²)
Economy and Society in Africa. *Not offered in 1996-97.*

- AFR 214 (1)(B²)
The Supreme Court and Racial Equality. *Not offered in 1996-97.*
- AFR 215 (1)(B²)
Introduction to Afro-American Politics. *Not offered in 1996-97.*
- AFR 216 (1)(B¹)
History of the West Indies
- AFR 217 (1)(B²)
The Black Family
- AFR 219 (1)(B²)
Economic Issues in the African-American Community
- AFR 220 (B²)
History of African-American Economic Thought. *Not offered in 1996-97.*
- AFR 221 (2)(B²)
Public Policy and Afro-American Interests
- AFR 222 (1)(B¹)
Images of Blacks and Women in American Cinema. *Not offered in 1996-97.*
- AFR 223 (2)(B²)
African Development Since 1940
- AFR 225 (2)(B²)
Introduction to Black Psychology
- AFR 229 (2)(B¹ or B²)
Color, Race and Class in Latin American Development. *Not offered in 1996-97.*
- AFR 230 (2)(B²)
The Black Woman in America
- AFR 234 (1)(A)
Introduction to West Indian Literature
- AFR 245 (2)(B²)
Caribbean and African Comparative Politics. *Not offered in 1996-97.*
- AFR 251 (1)(B¹)
Religion in Africa—An Introduction
- AFR 266 (2)(A)
Black Drama. *Not offered in 1996-97.*
- AFR 304 (2)(B¹)
Comparative Historical Redress in Modern Society. *Not offered in 1996-97.*
- AFR 305 (1)(B²)
African American Feminism

* For those courses marked with an asterisk only the particular title or topic listed below satisfies the multicultural requirement.

AFR 306 (2)(B²)
Urban Development and The Underclass:
Comparative Case Studies. *Not offered in 1996–97.*

AFR 310 (1)(A)
Seminar. Black Literature: Blackness and the
American Literary Imagination

AFR 315 (2)(B²)
Seminar. The Psychology of Race Relations.
Not offered in 1996–97.

AFR 318 (2)(B²)
Seminar. Women and the African Quest for
Modernization and Liberation. *Not offered in
1996–97.*

AFR 319 (2)(B¹)
Pan-Africanism

AFR 335 (2)(A)
Women Writers of the English-Speaking
Caribbean

AFR 340 (2)(B¹)
Seminar. Topics in African-American History.
Not offered in 1996–97.

ANTH 101102 (1)and/or(2)(B²)
Evolution and Diversity: Origins, Prehistory,
and Cultural Development of Humankind

ANTH 104 (1)(2)(B²)
Introduction to Cultural and Social
Anthropology

ANTH 210 (B²)
Racism and Ethnic Conflict in the United States
and the Third World. *Not offered in 1996–97.*

ANTH 234 (2)(B²)
Urban Poverty: Contemporary Approaches to
Inequity and Insurrection

ANTH 244 (B²)
Societies and Cultures of the Middle East. *Not
offered in 1996–97.*

ANTH 245 (B²)
Popular Cultures in Latin America. *Not offered
in 1996–97.*

ANTH 247 (B²)
Societies and Cultures of Eurasia. *Not offered
in 1996–97.*

ANTH 248 (2)(B²)
African Cultures: Peoples of the Greater Niger
Basin

ANTH 249 (B²)
Traditional Societies of Post-Conquest South
America. *Not offered in 1996–97.*

ANTH 269 (1)(B²)
The Anthropology of Gender Roles, Marriage
and the Family

ANTH 275 (2)(B²)
Development and Society in the Third World

ANTH 318 (2)(B²)
Race, Class, and Colonialism in America

ANTH 319 (2)(B²)
Nationalism, Politics, and the Use of the
Remote Past

ANTH 342 (B²)
Seminar: Native American Ethnology. *Not
offered in 1996–97.*

ANTH 346 (1)(B²)
Seminar. Colonialism, Development, and National-
ism: The Nation State and Traditional Societies

ARTH 211 (1)(A)
African Art

ARTH 238 (2)(A)
Mexican Art from the Enlightenment to World
War II

ARTH 241 (1)(A)
Egyptian Art

ARTH 246 (2)(A)
The Arts of Greater India

ARTH 247 (2)(A)
Islamic Architecture and Related Arts,
1250–1700

ARTH 248 (2)(A)
Chinese Painting

ARTH 249 (1)(A)
Arts of Japan. *Not offered in 1996–97. Offered
in 1997–98.*

ARTH 260 (2)(A)(MR)
North American Art

ARTH 337 (2)(A)
Seminar. Topics in Chinese Painting. *Not
offered in 1996–97. Offered in 1997–98.*

CHIN 106 (1)(A)
Chinese Literature: Before the Song Dynasty

CHIN 107 (2)(A)
Chinese Literature: The Song Dynasty and After

CHIN 213 (2)(A)
Diverse Cultures of China

CHIN 243 (1)(A)
Chinese Cinema

CHIN 235/JPN 235 (2)(A)
A Tale and A Dream: A Comparative Study of
The Tale of Genji and *The Story of the Stone*

CHIN 244 (A)
Chinese American Culture

CHIN 330 (2)(A)
Women in Chinese Literature

CHIN 340 (1)(A)
Topics in Chinese Literature

ECON 220 (1)(B²)
Development Economics

ECON 239 (B²)
The Political Economy of East Asian
Development. *Not offered in 1996–97.*

ECON 243 (B²)
Race and Gender in U.S. Economic History.
Not offered in 1996–97.

ENG 114 (1)(A)
Race, Class, and Gender in Literature

ENG 315 (1)(A)
Images of the Other in the European and
Islamic Middle Ages

ENG 364 (1)(2)(A)
Race and Ethnicity in American Literature.
Topic for Fall: Multilingual America
Topic for Spring: Reintegrating American
Literature

ENG 384 (A)*
Literature and Empire. *Not offered in 1996–97.*

FREN 218 (2)(A)*
Voices and Perspectives from the Francophone
World

FREN 330 (1)(A)*
French and Francophone Studies. *Not offered
in 1996–97.*

HIST 103 (1)(B¹)
History in Global Perspective: Cultures in
Contact and Conflict

HIST 219 (2)(B¹)
The Jews of Spain and the Lands of Islam

HIST 263 (B¹)
South Africa in Historical Perspective. *Not
offered in 1996–97.*

HIST 264 (2)(B¹)
History of Precolonial Africa

HIST 265 (B¹)
History of Modern Africa. *Not offered in
1996–97.*

HIST 266 (B¹)
The Struggle over North Africa, 1800–Present.
Not offered in 1996–97. Offered in 1997–98.

HIST 269 (B¹)
Japan's Foreign Relations, 1853–1973. *Not
offered in 1996–97.*

HIST 270 (1)(B¹)
Japan Before 1840.

HIST 271 (2)(B¹)
Modern Japan 1840–1960

HIST 273 (B¹)
The Past as Present in Latin America. *Not
offered in 1996–97.*

HIST 275 (1)(B¹)
Imperial China

HIST 276 (B¹)
China in Revolution. *Not offered in 1996–97.
Offered in 1997–98.*

HIST 284 (B¹)
The Middle East in Modern History. *Not
offered in 1996–97.*

HIST 286 (1)(B¹)
Islamic Society in Historical Perspective

HIST 327 (B¹)
Zionism and Irish Nationalism: A Comparative
Perspective. *Not offered in 1996–97. Offered
in 1997–98.*

HIST 342 (1)(B¹)
Seminar. Women, Work and the Family in
African History. *Not offered in 1996–97.*

HIST 344 (2)(B¹)
Seminar. Japanese History.

HIST 346 (B¹)
China and America: The Evolution of a
Troubled Relationship. *Not offered in
1996–97. Offered in 1997–98.*

HIST 347 (B¹)
The Cultural Revolution in China

HIST 351 (B¹)
Seminar. Asian Settlement in North America,
1840 to the Present. *Not offered in 1996–97.*

HIST 364 (2)(B¹)
Seminar. Women in Islamic Society: Historical
Perspectives.

JPN 251 (1)(A)
Japan Through Literature and Film
(in translation)

- JPN 351 (1)(A)
Seminar. Theater of Japan (in translation)
- MUS 105 (2)(A)
Introduction to World Music
- MUS 209 (1)(A)
History of Jazz
- MUS 225/325 (1)(A)
Topics in Ethnomusicology: Africa and the Caribbean
- PHIL 202 (2)(B¹)
African Philosophy
- PHIL 205 (2)(B¹)
Chinese Philosophy
- POL2 204 (1)(B²)
Political Economy of Development and Underdevelopment
- POL2 207 (2)(B²)
Politics of Latin America
- POL2 208 (1)(B²)
Politics of China and Japan
- POL2 209 (B²)
African Politics. *Not offered in 1996-97.*
- POL2 211 (B²)
Politics of South Asia. *Not offered in 1996-97.*
- POL2 239 (B²)
Political Economy of East Asian Development. *Not offered in 1996-97.*
- POL2 304 (2)(B²)
State and Society in East Asia
- POL2 305 (1)(B²)
Seminar. The Military in Politics
- POL2 307 (2)(B²)
Seminar. Women and Development
- POL1 337 (2)(B²)
Seminar. The Politics of Minority Groups in the United States
- PSYC 245 (B²)
Cultural Psychology. *Not offered in 1996-97. Offered in 1997-98.*
- PSYC 347 (1)(B²)
Seminar. Ethnicity and Social Identity. *Not offered in 1996-97. Offered in 1997-98.*
- REL 104 (1)(B¹)
Introduction to the Hebrew Bible/Old Testament
- REL 108 (1)(B¹)
Introduction to Asian Religions
- REL 108M (2)(B¹)
Introduction to Asian Religions
- REL 160 (2)(B¹)
Introduction to Islamic Civilization
- REL 204 (2) (B¹)
Law in the Ancient Near East and Hebrew Bible/Old Testament
- REL 205 (2)(B¹)
Genesis and the Ancient Near East Mythologies
- REL 206 (B¹)
The Problem of Evil in Ancient Near Eastern Religions. *Not offered in 1996-97. Offered in 1997-98.*
- REL 226 (B¹)
Liberation Theology. *Not offered in 1996-97. Offered in 1997-98.*
- REL 229 (B¹)
Christianity and the Third World. *Not offered in 1996-97. Offered in 1998-99.*
- REL 241 (1)(B¹)
Emerging Religions: Judaism and Christianity 150 B.C.E.-500 C.E.
- REL 243 (1)(B¹)
Women in the Biblical World
- REL 245 (2)(B¹)
The Holocaust
- REL 251 (2)(B¹)
Religions of India. *Not offered in 1996-97.*
- REL 253 (B¹)
Buddhist Thought and Practice. *Not offered in 1996-97. Offered in 1997-98.*
- REL 254 (2)(B¹)
Chinese Thought and Religion

REL 255 (B¹)
Japanese Religion and Culture. *Not offered in 1996-97. Offered in 1997-98.*

REL 262 (B¹)
The Formation of the Islamic Religious Tradition. *Not offered in 1996-97.*

REL 263 (B¹)
Islam in the Modern World. *Not offered in 1996-97.*

REL 264 (1)(B¹)
Literature of the Islamic World. *Not offered in 1996-97.*

REL 303 (B¹)
Seminar. Human Sacrifice in Religion. *Not offered in 1996-97. Offered in 1997-98.*

REL 342 (B¹)
Rabbis, Romans and Archaeology. *Not offered in 1996-97. Offered in 1997-98.*

REL 351 (B¹)
Religion and Identity in Modern India. *Not offered in 1996-97.*

REL 353 (B¹)
Seminar. Zen Buddhism. *Not offered in 1996-97. Offered in 1997-98.*

REL 355 (1)(B¹)
Seminar. Modern Japanese Thought

REL 362 (B¹)
Seminar. Religion and State in Islam. *Not offered in 1996-97. Offered in 1998-99.*

REL 365 (1)(B¹)
Images of the Other in the European and Islamic Middle Ages

SOC 203 (2)(B²)
Introduction to Afro-American Sociology

SOC 204 (B²)
Third World Urbanization. *Not offered in 1996-97.*

SPAN 245 (1)(A)
Texts of Desire: Latina/o Writing and Performance

SPAN 251 (2)(A)
Freedom and Repression in Latin American Literature. *Not offered in 1996-97.*

SPAN 252 (1)(A)
Christians, Jews, and Moors: The Spirit of Spain in its Literature

SPAN 253 (2)(A)
The Spanish American Short Story. *Not offered in 1996-97.*

SPAN 255 (2)(A)
Chicano Literature: From the Chronicles to the Present

SPAN 257 (2)(A)
The Word and the Song: Contemporary Latin American Poetry. *Not offered in 1996-97.*

SPAN 259 (1)(A)
Women Writers of Latin America. *Not offered in 1996-97.*

SPAN 261 (2)(A)
Mexico: Literature, Art, Rebellion

SPAN 263 (1)(A)
Latin American Literature: Fantasy and Revolution. *Not offered in 1996-97.*

SPAN 265 (1)(A)
Introduction to Latin American Cinema. *Not offered in 1996-97.*

SPAN 267 (2)(A)
The Writer and Human Rights in Latin America

SPAN 269 (2)(A)
Caribbean Literature and Culture

SPAN 271 (2)(A)
Intersecting Currents: Afro-Hispanic and Indigenous Writers in Twentieth-Century Latin American Literature

SPAN 305 (2)(A)
Seminar. Hispanic Literature of the United States. *Not offered in 1996-97.*

SPAN 311 (1)(A)
Seminar. The Literary World of Gabriel García Márquez and the Post-Boom

SPAN 315 (2)(A)
Seminar. Luis Buñuel and the Search for Freedom and Morality

SPAN 317 (1)(A)
Seminar. The New World in Its Literature:
Conquest and Counter-Conquest

WOST 222 (1)(2)(B¹)
Women in Contemporary Society

WOST 235 (1)(B¹)
Cross-Cultural Sexuality

WOST 248 (1)(A)
Asian American Women Writers

WOST 250 (2)(B¹)
Asian Women in America. *Not offered in*
1996-97. Offered in 1997-98.

WOST 302 (B²)
Seminar: Women, War and Peace. *Not offered*
in 1996-97.

WOST 305 (2)(B¹)
Seminar. Topics in Gender, Ethnicity and Race.
Topic for 1996-97: "The Representations of
Women, Natives, and Others."

WOST 317 (B¹)
Seminar. History of Sexuality: Queer Theory.
Not offered in 1996-97. Offered in 1997-98.

WOST 320 (2)(B¹)
American Health Care History in Gender, Race
and Class Perspective

Literature in Translation

Students should note that a number of foreign language departments offer literature courses in translation. All material and instruction is in English and no knowledge of the foreign language is required for these courses.

CHIN 106 (1)(A)(MR)
Chinese Literature: Before the Song Dynasty

CHIN 107 (2)(A)(MR)
Chinese Literature: The Song Dynasty and After

CHIN 243 (1)(A)(MR)
Chinese Cinema

CHIN 235/JPN 235 (2)(A)(MR)
A Tale and A Dream: A Comparative Study of
The Tale of Genji and *The Story of the Stone*

CHIN 330 (2)(A)
Women in Chinese Literature

CLCV 104 (1)(A)
Classical Mythology

CLCV 105 (2)(A)
Greek and Latin Literature in Translation

CLCV 120/WRIT 125 04 (1)(A)
The Trojan War

CLCV 121/WRIT 125 (2)(A)
Law and Society in Classical Greece

CLCV 243 (2)(B¹)
Roman Law. *Not offered in 1996-97. Offered*
in 1997-98.

EXTD 330 (2)(A)
Seminar. Comparative Literature. Topic for
1996-97: Gothic Voices: Verse and Music from
the Middle Ages to the Renaissance

GER 275 (2)(A)
Kafka and Mann

GER 285 (1)(A)
German Cinema (in English)

ITAL 249 (2)(A)
The Cinema of Transgression (in English)

ITAL 261/361 (1)(A)
Italian Cinema (in English)

ITAL 263 (1)(A)
Dante (in English)

ITAL 265 (2)(A)

Literature of the Italian Renaissance (in English)

JPN 251 (1)(A)(MR)

Japan Through Literature and Film (in translation)

JPN 253 (1)(A)

Modern Japanese Literature from 1800-present (in translation)

JPN 351 (2)(A)(MR)

Seminar. Theater of Japan (in translation)

JPN 352 (2)

Seminar. Topics in Modern Japanese Literature (in translation)

ME/R 247 (2)(A)

Arthurian Legends

RUSS 251 (1)(A)

Russian Literature in Translation: the Nineteenth Century

RUSS 252 (2)(A)

Russian Literature in Translation: the Twentieth Century

RUSS 253 (1)(A)

Russian Drama. *Not offered in 1996-97.*

RUSS 271 (1)(A)

Russia's "Golden Age"

RUSS 272 (2)(A)

Ideology and the Russian Novel

RUSS 282 (2)(A)

Contemporary Russian Literature

RUSS 286 (1)(A)

Vladimir Nabokov. *Not offered in 1996-97.*

SPAN 263 (1)(A)(MR)

Latin American Literature: Fantasy and Revolution.

Faculty

Faculty

Legend

- A Absent on leave
A1 Absent on leave during the first semester
A2 Absent on leave during the second semester

David Aaron

Assistant Professor of Religion
B.A., State University of New York (Albany);
M.A., Hebrew Union College; Ph.D., Brandeis
University

Marjorie Agosin

Professor of Spanish
B.A., University of Georgia; M.A., Ph.D.,
Indiana University

Robin M. Akert

Professor of Psychology
B.A., University of California (Santa Cruz);
M.A., Ph.D., Princeton University

Jean Poole Alderman

Instructor in Piano
B.A., University of Rochester; M.A., Columbia
University

Mary Mennes Allen^A

Jean Glasscock Professor of Biological Sciences
B.S., M.S., University of Wisconsin; Ph.D.,
University of California (Berkeley)

Harold E. Andrews III

Professor of Geology
B.A., College of Wooster; M.A., University of
Missouri; Ph.D., Harvard University

Marcellus Andrews

*Whitehead Associate Professor of Critical
Thought*
Associate Professor of Economics
B.S., University of Pennsylvania; M.A., M.Phil.,
Ph.D., Yale University

Diego Arciniegas

Instructor in Theatre Studies
B.A., Williams College

Lilian Armstrong^{A2}

Mildred Lane Kemper Professor of Art
B.A., Wellesley College; M.A., Harvard
University; Ph.D., Columbia University

Chris R. Arumainayagam

Assistant Professor of Chemistry
A.B., Harvard University; Ph.D., Stanford
University

Adrienne Asch

*Henry R. Luce Professor in Biology, Ethics,
and the Politics of Human Reproduction*
B.A., Swarthmore College; M.S., Columbia
University School of Social Work; Ph.D.,
Columbia University

Jerold S. Auerbach

Professor of History
B.A., Oberlin College; M.A., Ph.D., Columbia
University

Jonathan Avery

Instructor in Greek and Latin
B.A., University of North Carolina at Chapel
Hill; M.A., M.Phil., Yale University

John Babington

Instructor in Physical Education and Athletics
B.A., Williams College; J.D., Harvard
University

Susan Bailey

Professor of Education and Women's Studies
B.A., Wellesley College; M.A., Ph.D., University
of Michigan

Joan Bamberger

Associate Professor of Anthropology
B.A., Smith College; A.M., Radcliffe College;
Ph.D., Harvard University

Paul Barringer

Instructor in Jazz Piano
Director of "Prism"
B.A., Bard College; M.M., New England
Conservatory of Music

Ann Streeter Batchelder

Professor of Physical Education and Athletics
B.A., Wheaton College; M.Ed., Framingham
State College; Ed.D., Boston University

De Ama Battle

Instructor in Physical Education and Athletics
Ed.M., Cambridge School; Certificate, Burdett
School

Thomas J. Bauer

Laboratory Instructor in Physics
B.A., Wabash College; M.A., University of
Idaho

Wendy Hagen Bauer

Professor of Astronomy
B.A., Mount Holyoke College; M.S., Ph.D.,
University of Hawaii

Connie Lynn Bauman
Associate Professor of Physical Education and Athletics
Athletic Trainer
B.S., Illinois State University; M.S., Arizona State University; Certificate, Indiana State University

Susan Bean
Visiting Professor of Anthropology
B.A., Brown University; Ph.D., Columbia University

Barbara R. Beatty^A
Associate Professor of Education
A.B., Radcliffe College; Ed.M., Ed.D., Harvard University

Diane Beckett
Instructor in Theatre Studies
B.A., Brandeis University

Rebecca Bedell
Assistant Professor of Art
B.A., Wellesley College; M.A., Ph.D., Yale University

Barbara S. Beltz
Associate Professor of Biological Sciences
B.A., Mount Holyoke College; M.S., Ph.D., Princeton University

Priscilla J. Benson
Associate Professor of Astronomy
B.A., Smith College; M.A., Ph.D., Massachusetts Institute of Technology

Robert S. Berg^{A1}
Associate Professor of Physics
A.B., Princeton University; M.A., Ph.D., University of California (Berkeley)

Joanne Berger-Sweeney
Assistant Professor of Biological Sciences
B.A., Wellesley College; M.P.H., University of California (Berkeley); Ph.D., Johns Hopkins University

Patricia Gray Berman
Associate Professor of Art
B.A., Hampshire College; M.A., Ph.D., New York University

Stanley Berman
Associate Professor of Psychology
B.A., University of Rochester; Ed.M., M.A., Ph.D., Temple University

James R. Besancon
Associate Professor of Geology
B.S., Yale University; Ph.D., Massachusetts Institute of Technology

Frank L. Bidart
Professor of English
B.A., University of California (Riverside); A.M., Harvard University

Judith B. Black
Assistant Professor of Art
B.A., Quincy College; M.A., M.S., Massachusetts Institute of Technology

Beverly A. Blazar
Associate Professor of Biological Sciences
B.A., Ph.D., Brown University; Ed.M., Harvard University

Brock Blomberg
Assistant Professor of Economics
B.S., M.A., Ph.D., Johns Hopkins University

Martina Bode
Assistant Professor of Mathematics
B.A., University of Essen (Germany); M.A., Ph.D., Brandeis University

Enric Bou^A
Associate Professor of Spanish
Licenciado en Filosofia y Letras, Doctor en Filologia, Universidad Autonoma de Barcelona

Sheila P. Brachfeld-Child
Assistant Professor of Psychology
B.A., Tufts University; M.A., Boston University; Ph.D., Brandeis University

Barbara Miriam Brenzel
Professor of Education
B.A., University of Toronto; Ed.M., Ed.D., Harvard University

Martin Alan Brody
Catherine Mills Davis Professor of Music
B.A., Amherst College; M.M., D.M.A., Yale University School of Music

Kathleen Brogan
Assistant Professor of English
B.A., Queens College; Ph.D., Yale University

Judith Claire Brown
Professor of Physics
B.A., Rice University; Ph.D., University of California (Berkeley)

Charles Qiyue Bu
Assistant Professor of Mathematics
B.S., M.S., Shanghai Jiao Tong University; M.S., Michigan State University; Ph.D., University of Illinois

Emily A. Buchholtz

Associate Professor of Biological Sciences
B.A., College of Wooster; M.A., University of Wisconsin; Ph.D., George Washington University

Tom Burke

Assistant Professor in Political Science
B.A., University of Minnesota (Minneapolis); M.A., Ph.D., University of California (Berkeley)

Tammy Buzzell

Teaching Assistant in Chinese
B.A., Wellesley College

William E. Cain

Mary Jewett Gaiser Professor of English
B.A., Tufts University; M.A., Ph.D., Johns Hopkins University

Edward Caliguri

Assistant Professor of Chemistry
B.S., Ph.D., Boston College

John S. Cameron

Associate Professor of Biological Sciences
Academic Director of the Science Center
B.S., College of William and Mary; M.S., Ph.D., University of Massachusetts (Amherst)

Linda Carli

Visiting Associate Professor of Psychology
B.A., University of Connecticut; Ph.D., University of Massachusetts (Amherst)

Robert Carriker

Instructor in Tuba
B.Mus., New England Conservatory of Music

Margaret Deutsch Carroll

Professor of Art
B.A., Barnard College; A.M., Ph.D., Harvard University

Karl E. Case^{A2}

Professor of Economics
B.A., Miami University; A.M., Ph.D., Harvard University

Margaret Cezair-Thompson

Assistant Professor of English
A.B., Barnard College; M.A., New York University; Ph.D., City University of New York

Pamela Chang^A

Assistant Professor of Economics
B.A., Johns Hopkins University; Ph.D., Stanford University

Maud H. Chaplin^A

Professor of Philosophy
B.A., Wellesley College; M.A., Ph.D., Brandeis University

Kelly Chaston-Ameri

Instructor in Economics
B.A., Rhode Island College; M.A., University of New Hampshire

Jonathan M. Cheek

Professor of Psychology
B.A., George Washington University; M.A., University of Texas (Austin); Ph.D., Johns Hopkins University

Dai Chen

Language Instructor in Chinese
B.A., Shanghai Teacher's University; M.A., University of Iowa

James David Christie

Instructor in Organ
B.A., Oberlin College; M.M.A., New England Conservatory of Music

Nancy Cirillo

Instructor in Violin
Director, Chamber Music Society
Mannes School of Music; Manhattan School of Music

Anne de Coursey Clapp

Professor of Art
B.A., Smith College; M.F.A., Yale University; A.M., Ph.D., Harvard University

Suzanne Cleverdon

Instructor in Harpsichord and Continuo
B.M., M.M., New England Conservatory of Music

Blythe McVicker Clinchy

Professor of Psychology
B.A., Smith College; M.A., New School for Social Research; Ph.D., Harvard University

Paul A. Cohen

Edith Stix Wasserman Professor of Asian Studies and History
B.A., University of Chicago; A.M., Ph.D., Harvard University

Shari J. Cohen

Instructor in Political Science
B.A., Cornell University; M.A., University of California (Berkeley)

Randall M. Colaizzi

Assistant Professor of Greek and Latin
B.A., University of Wisconsin; M.A., Ph.D.,
University of California (Berkeley)

Louise E. Colby

Instructor in Physical Education and Athletics
Dipl., Iyengar Yoga Institute of San Francisco

William F. Coleman

Professor of Chemistry
B.S., Eckerd College; Ph.D., Indiana University
(Bloomington)

Glorianne Collver-Jacobson

Instructor in Guitar and Lute
Coach, Collegium Musicum
B.A., University of California (Berkeley)

Ann Congleton

Professor of Philosophy
B.A., Wellesley College; M.A., Ph.D., Yale
University

Eric Connally

Quantitative Reasoning Specialist
B.A., Cornell University

Michael A. Cooper

Assistant Professor of English
B.A., University of Michigan (Ann Arbor);
M.A., Ph.D., Harvard University

Robert F. Couture

Instructor in Trombone
B.M., New England Conservatory of Music;
M.A., University of Massachusetts (Boston)

Mary D. Coyne

Professor of Biological Sciences
B.A., Emmanuel College; M.A., Wellesley
College; Ph.D., University of Virginia

Elena Tajima Creef

Assistant Professor of Women's Studies
B.A., University of California (Riverside); M.A.,
Ph.D., University of California (Santa Barbara)

Armelle Crouzières

Assistant Professor of French
Licence de Lettres, Maîtrise de Lettres, D.E.A.,
Université Paris (Sorbonne); M.A., Ph.D.,
Boston College

Lee Cuba

Professor of Sociology
Associate Dean of the College
B.S., Southern Methodist University; M.A.,
M.Phil., Ph.D., Yale University

Selwyn R. Cudjoe^A

*Marion Butler McLean Professor in the History
of Ideas*
Professor of Africana Studies
B.A., M.A., Fordham University; Ph.D., Cornell
University

Thomas Orton Cushman

Associate Professor of Sociology
B.A., Saint Michael's College; M.A., Ph.D.,
University of Virginia

Venita Datta

Assistant Professor of French
A.B., Bryn Mawr College; M.A., Ph.D., New
York University

Eleanor P. DeLorme

Lecturer in Art
Adjunct Curator, Davis Museum
B.A., Wellesley College; M.A., Harvard
University

David Del Principe

Assistant Professor of Italian
B.A., University of Connecticut; M.A., New
York University; Ph.D., Rutgers University

Bonnie M. Dix

*Assistant Professor of Physical Education and
Athletics*
B.S., University of Vermont; M.S., University of
Tennessee (Knoxville)

Nicholas K. Doe

Laboratory Instructor in Chemistry
B.A., M.S., University of California (Santa
Cruz); M.A., Stanford University

Eileen Donahue

Assistant Professor of Psychology
B.S., Ohio State University; Ph.D., University of
California (Berkeley)

Carlos G. Dorrien

Associate Professor of Art
Montserrat School of Visual Art, Diploma in
Sculpture

Carol Dougherty

Associate Professor of Greek and Latin
B.A., Stanford University; M.A., University of
California (Santa Barbara); M.A., Ph.D.,
Princeton University

Elizabeth Driscoll

Instructor in Physical Education and Athletics
B.S., Franklin Pierce College

Theodore W. Ducas

Professor of Physics

B.A., Yale University; Ph.D., Massachusetts
Institute of Technology

Marie Ebersole

Laboratory Instructor in Chemistry

B.A., M.S., University of Massachusetts
(Boston); Ph.D., University of Massachusetts
(Amherst)

Sylvaine V. Egron-Sparrow

Lecturer in French

Associate Director, Wellesley-in-Aix

Licence de Lettres Modernes, Université de
Haute Bretagne; Maîtrise de Français et de
Linguistique, Université de Vincennes

Catherine Z. Elgin

Professor of Philosophy

B.A., Vassar College; Ph.D., Brandeis University

Sharon K. Elkins

Associate Professor of Religion

B.A., Stetson University; M.T.S., Harvard
Divinity School; Ph.D., Harvard University

Ziad Magdy Elmarsafy^A

Assistant Professor of French

B.A., Cornell University; M.A., Johns Hopkins
University; Ph.D., Emory University

Mario Erasmo

Assistant Professor of Greek and Latin

B.A., Carlton University; M.A., University of
Ottawa; M.A., M.Phil., Ph.D., Yale University

Brendlyn Faison

Assistant Professor of Biological Sciences

B.A., Wellesley College; S.M., Massachusetts
Institute of Technology; Ph.D., University of
Wisconsin (Madison)

Christina Fastnow

Assistant Professor of Political Science

B.A., Wheaton College; M.A., Ph.D., University
of Iowa

Faith I. T. Ferguson

Laboratory Instructor in Sociology

B.A., Wellesley College; M.A., Brown
University

Peter J. Fergusson^{A2}

*Theodora L. and Stanley H. Feldberg Professor
of Art*

B.A., Michigan State University; A.M., Ph.D.,
Harvard University

Victor Feske

Assistant Professor of History

B.S., M.D., Louisiana State University; M.A.,
Rice University; Ph.D., Yale University

Charles B. Fisk

*Phyllis Henderson Carey Associate Professor of
Music*

Instructor in Piano

A.B., Harvard College; M.M.A., D.M.A., Yale
University School of Music

Gerdès Fleurant

Associate Professor of Music

B.A., New England Conservatory of Music;
M.A., Northeastern University; M.M., Ph.D.,
Tufts University

Claire A. Fontijn

Assistant Professor of Music

Director, Collegium Musicum

B.A., Oberlin College; M.A., Ph.D., Duke
University

Lawrence Fouraker

Assistant Professor of History

A.B., Harvard College; M.A., Ph.D., University
of California (Berkeley)

Rita Freed

Visiting Professor of Art

B.A., Wellesley College; M.A., Ph.D., New
York University

Richard G. French

Professor of Astronomy

B.A., M.S., Ph.D., Cornell University

Alice T. Friedman^{A1}

Professor of Art

A.B., Radcliffe College; M.Phil., University of
London; Ph.D., Harvard University

Marta C. Frisardi

Assistant Professor of Biological Sciences

B.S., University of California (Los Angeles);
M.S., Cornell University; Ph.D., Brandeis
University

Laurel Furumoto

Professor of Psychology

B.A., University of Illinois; M.A., Ohio State
University; Ph.D., Harvard University

Nona Gainsforth

Instructor in Horn

B.M., Indiana University

David W. Galloway^{A1}

Assistant Professor of Philosophy

B.Mus., University of North Wales; M.Phil.,
London University; Ph.D., Massachusetts
Institute of Technology

Elena Gascón-Vera

Professor of Spanish

Licenciatura, University of Madrid; M.Phil.,
Ph.D., Yale University

Edward P. Gazouleas

Instructor in Viola

B.A., Curtis Institute of Music

Katherine Allston Geffcken

Professor of Greek and Latin

B.A., Agnes Scott College; M.A., Ph.D., Bryn
Mawr College

Nancy P. Genero^A

Assistant Professor of Psychology

A.B., Cornell University; M.A., Ph.D.,
University of Michigan (Ann Arbor)

Anne T. Gillain^A

Professor of French

Director, Wellesley-in-Aix

Licence de Lettres Classiques, Université de
Paris (Sorbonne); M.A., Tufts University; Ph.D.,
Harvard University

Ricardo Godoy

Visiting Associate Professor of Anthropology

B.A., Tufts University; M.A., The University of
Chicago; Ph.D., Columbia University; Ph.D.,
Harvard University

Marshall Irwin Goldman

*Kathryn Wasserman Davis Professor of
Economics*

B.S., Wharton School, University of
Pennsylvania; A.M., Ph.D., Harvard University

Christina Gomez

Instructor in Sociology

B.A., M.B.A., University of Chicago; M.A.,
Harvard University

Eugene Goodheart

Visiting Professor of English

Ph.D., Columbia University

Nelson Gore

Instructor in Oboe

B.A., New England Conservatory of Music;
M.A., Boston Conservatory of Music

Katie Fowle Griswold

Instructor in Physical Education and Athletics

B.A., University of California (Los Angeles);
M.A., American University

Vachik Hacopian

Laboratory Instructor in Biological Sciences

B.A., University of California (Los Angeles);
M.S., University of Massachusetts (Boston)

Kathy Hagerstrom

*Assistant Professor of Physical Education and
Athletics*

B.A., University of Nebraska (Lincoln); M.S.,
Central Missouri State University

David R. Haines

Associate Professor of Chemistry

B.A., Earlham College; Ph.D., University of
Illinois (Urbana)

Bruce Hall

Instructor in Trumpet

B.M., New England Conservatory

Mona Lambracht Hall

Laboratory Instructor in Chemistry

B.A., Russell Sage College; Ph.D., Tufts
University

Nancy Abraham Hall

Assistant Professor of Spanish

B.A., Smith College; M.A., Ph.D., Harvard
University

Korinna Hansen

Assistant Professor of Economics

B.A., University of Pireaus (Greece); M.A.,
Ph.D., University of Rochester

Thomas S. Hansen

Professor of German

B.A., M.A., Tufts University; Ph.D., Harvard
University

Barbara Leah Harman

Professor of English

B.A., Tufts University; M.A., Ph.D., Brandeis
University

Gary C. Harris

Professor of Biological Sciences

B.S., Bates College; M.S., Ph.D., University of
Massachusetts (Boston)

Bunny Harvey

Professor of Art

B.F.A., M.F.A., Rhode Island School of Design

Marilyn Hatch

Applied Arts Assistant in Art

Jonathan Haughton

Assistant Professor of Economics

B.A., Trinity College, Dublin; Ph.D., Harvard
University

Kenneth S. Hawes
Assistant Professor of Education
 B.S., Massachusetts Institute of Technology;
 Ed.M., Ed.D., Harvard University

R. Lee Hawkins
Laboratory Instructor in Astronomy
 B.S., M.S., Appalachian State University

Michael J. Hearn
Professor of Chemistry
 B.A., Rutgers University; M.S., M.Phil., Ph.D.,
 Yale University

Simone Helluy
Laboratory Instructor in Biological Sciences
 Maîtrise des Sciences, Doctorat, USTL (France);
 Ph.D., University of Alberta (Canada)

Beth Ann Hennessey^A
Associate Professor of Psychology
 A.B., Brown University; M.Ed., Lesley College;
 Ph.D., Brandeis University

Mark S. Henry
Instructor in Double Bass
 B.M., Berklee College of Music; M.M.,
 University of Massachusetts (Lowell)

Jean Herbst
Laboratory Instructor in Computer Science
 B.S., University of Wisconsin (Madison); M.S.,
 University of Rhode Island

Dorothy Hershkovitz
Instructor in Physical Education and Athletics
 B.A., University of New Hampshire

Dorothy Hert
Assistant Professor of Physical Education and Athletics
 B.A., University of the Pacific; M.A., Brown
 University

Rosanna Hertz
Professor of Women's Studies
 B.A., Brandeis University; M.A., Ph.D.,
 Northwestern University

Donna Hewitt-Didham
Instructor in Voice
 A.B., Atlantic Union College

Alison Hickey
Assistant Professor of English
 A.B., Harvard and Radcliffe Colleges; M.A.,
 M.Phil., Ph.D., Yale University

Sonja E. Hicks
Professor of Chemistry
 B.S., University of Maine (Augusta); Ph.D.,
 Indiana University (Bloomington)

Anne Higonnet^{A1}
Associate Professor of Art
 B.A., Harvard College; M.A., Ph.D., Yale
 University

Ellen C. Hildreth
Associate Professor of Computer Science
 B.S., M.S., Ph.D., Massachusetts Institute of
 Technology

Amanda M. Hill
Laboratory Instructor in Chemistry
 B.S., M.A., Syracuse University

Constance B. Hilliard
Assistant Professor of Africana Studies
 A.B., Radcliffe College; M.A., Ph.D., Harvard
 University

Philip Steven Hirschhorn^A
Professor of Mathematics
 B.S., Brooklyn College of City University of
 New York; Ph.D., Massachusetts Institute of
 Technology

Edward Craig Hobbs
Professor of Religion
 Ph.B., S.T.B., Ph.D., University of Chicago

Thomas Peter Hodge
Assistant Professor of Russian
 B.A., Pomona College; M.A., Oxford
 University; M.A., Ph.D., Stanford University

Jody C. Hoegstedt
Instructor in Physical Education and Athletics
 B.F.A., University of Utah

Britt Hogan
Instructor in Physical Education and Athletics
 B.S., Carleton College

Mark Hooker
Assistant Professor of Economics
 B.A., University of California (Santa Barbara);
 Ph.D., Stanford

Carolyn Hotchkiss
Barnette Miller Visiting Associate Professor of Political Science
 A.B., Mount Holyoke College; J.D., Columbia
 University

Yue Hu
Clare Boothe Luce Assistant Professor of Physics
 B.S., Beijing University; M.S., Ph.D., Cornell
 University

Nora Hussey
Director of Theatre and Theatre Studies
 B.A., Mundein College

Jonathan B. Imber

Professor of Sociology

B.A., Brandeis University; M.A., Ph.D.,
University of Pennsylvania

Rachel Jacoff

Professor of Italian

B.A., Cornell University; A.M., M.Phil.,
Harvard University; Ph.D., Yale University

Laura Jeppesen

Instructor in Viola da Gamba

Coach, Collegium Musicum

B.A., Wheaton College; M.M., Yale University

Alexandra M. Johnson

Lecturer in the Writing Program

B.A., University of California (Berkeley)

Eithne Johnson

Instructor in Sociology

B.A., University of New Mexico; M.A.,
Emerson College

Roger A. Johnson

*Elisabeth Luce Moore Professor of Christian
Studies*

Professor of Religion

B.A., Northwestern University; B.D., Yale
Divinity School; Th.D., Harvard Divinity
School

Kristina Jones

Assistant Professor of Biological Sciences

B.S., Stanford University; Ph.D., University of
California (Davis)

Reid Jorgensen

Instructor in Percussion

B.S., Merrimack College; Composition
Diploma, Berklee College of Music

William A. Joseph

Professor of Political Science

B.A., Cornell University; M.A., Ph.D., Stanford
University

Joseph P. Joyce

Professor of Economics

B.S., Georgetown University; M.S., Ph.D.,
Boston University

Marion R. Just

Professor of Political Science

B.A., Barnard College; M.A., Johns Hopkins
University; Ph.D., Columbia University

Gamil Kaliouby

Instructor in Physical Education and Athletics

B.A., Ain Shams University (Egypt)

Lidwien Kapteijns

*Luella LaMer Associate Professor of Women's
Studies*

Associate Professor of History

B.A., Amsterdam University; M.A., University
of London; Ph.D., Amsterdam University

Kyle D. Kauffman

Assistant Professor of Economics

B.S., M.S., Ph.D., University of Illinois
(Urbana-Champaign)

Margaret Keane

Assistant Professor of Psychology

A.B., Harvard College; Ph.D., Massachusetts
Institute of Technology

Cecily R. Kiefer

*Assistant Professor of Physical Education and
Athletics*

B.S., University of New Hampshire; M.Ed.,
Boston University

Judith Klein

Instructor in Physical Education and Athletics

B.A., University of Massachusetts (Boston)

Jonathan B. Knudsen^A

Professor of History

B.A., Michigan State University; Ph.D.,
University of California (Berkeley)

Yu Jin Ko

Assistant Professor of English

B.A., Columbia University; M.A., Cambridge
University (Clare College); Ph.D., Yale
University

T. James Kodera

Professor of Religion

B.A., Carleton College; M.A., M.Phil., Ph.D.,
Columbia University

Elissa Koff

*Margaret Hamm Kelley Professor of
Psychology*

B.S., Queens College of City University of New
York; M.S., Ph.D., Tufts University

Philip L. Kohl

Professor of Anthropology

B.A., Columbia University; A.M., Ph.D.,
Harvard University

Nancy Harrison Kolodny

Nellie Zuckerman Cohen and Anne Cohen

Heller Professor of Health Sciences

Professor of Chemistry

Dean of the College

B.A., Wellesley College; Ph.D., Massachusetts
Institute of Technology

Martha Königer
Assistant Professor of Biological Sciences
Diploma, Ph.D., Bayerische-Julius-Maximilians-Universität (Germany)

Joel Krieger
Norma Wilentz Hess Professor of Political Science
B.A., Yale College; Ph.D., Harvard University

Christopher Krueger
Instructor in Flute
B.M., New England Conservatory of Music

Jens Kruse
Associate Professor of German
Associate Dean of the College
Staatsexamen, Universität Hamburg; M.A., Indiana University; Ph.D., University of California (Los Angeles)

Kyra Kulik-Johnson
Assistant Professor of Psychology
B.A., Boston College; Ed.M., Harvard University; Ph.D., Boston College

Yuan-Chu Ruby Lam
Associate Professor of Chinese
B.A., M.A., Ph.D., Harvard University

Sue Landau
Assistant Professor of Physical Education and Athletics
B.A., Connecticut College; M.Ed., Boston University

Christine Lassiege
French House Assistante

Flavia Laviosa
Assistant Professor of Italian
B.A., University of Bari (Italy); M.A., Ph.D., State University of New York (Buffalo)

Nicole LaVoi
Assistant Professor of Physical Education and Athletics
B.A., Gustavus Adolphus College; M.A., University of Minnesota

Sharon L. Leavitt
Laboratory Instructor in Biological Sciences
B.S., Daemen College; M.S., State University of New York (Buffalo)

Yelena Lebedinsky
Language Instructor in Russian
B.S., M.S., College of Fine Chemical Technology (Russia); M.S., Ph.D., Rutgers University

Yoon Sun Lee
Assistant Professor of English
A.B., Harvard College; Ph.D., Yale University

Mary Rosenthal Lefkowitz
Andrew W. Mellon Professor in the Humanities
Professor of Greek and Latin
B.A., Wellesley College; A.M., Ph.D., Radcliffe College

Mary V. Lenihan
Laboratory Instructor in Biological Sciences
B.A., M.A., Wellesley College

Jean H. Leventhal
Assistant Professor of German
A.B., Radcliffe College; M.A.T., Harvard University; M.A., Brown University; Ph.D., Harvard University

Marjory Schwartz Levey
Assistant Professor of Biological Sciences
B.S., Brown University; Ph.D., Tufts University

Phil Levine^A
Assistant Professor of Economics
B.S., M.S., Cornell University; Ph.D., Princeton University

Andrea Gayle Levitt
Professor of French and Linguistics
B.A., Wellesley College; M.A., M.Phil., Ph.D., Yale University

Gwen Lexow
Instructor in Physical Education and Athletics
B.A., Knox University; A.M., Harvard University

Elizabeth C. Lieberman
Laboratory Instructor in Chemistry
Assistant Dean of the College
Director, Office of Sponsored Research
B.A., Wellesley College; M.A., Brandeis University

Basye H. Lilliott
Instructor in Physical Education and Athletics
B.S., University of Colorado

David Lindauer
Professor of Economics
B.S., City College of City University of New York; A.M., Ph.D., Harvard University

Irene R. Little-Marenin
Associate Professor of Astronomy
B.A., Vassar College; M.A., Ph.D., Indiana University

James Herbert Loehlin^A
Professor of Chemistry
B.A., College of Wooster; Ph.D., Massachusetts
Institute of Technology

Kenneth Loewit
Instructor in Theatre Studies
Theatre Production Manager

Eleanor D. Lonske
Lecturer in Computer Science
Director of Information Technology Services
B.S., Boston College; M.Ed., Worcester State
College; M.S., Worcester Polytechnic Institute

Earl Lovelace
Visiting Associate Professor of Africana Studies
Diploma, Eastern Caribbean Institute of
Agriculture and Forestry; M.A., Johns Hopkins
University

Margery Lucas
Associate Professor of Psychology
B.S., Pennsylvania State University; M.S.,
Ph.D., University of Rochester

Barry Lydgate
Professor of French
B.A., M.Phil., Ph.D., Yale University

Kathryn L. Lynch
Professor of English
B.A., Stanford University; M.A., Ph.D.,
University of Virginia

Jing-Heng Sheng Ma
Professor of Chinese
B.Ed., Taiwan Normal University; M.A., Phillip
Women's University (Philippines); M.A., Ph.D.,
University of Michigan

Yoshimi Maeno
Instructor in Japanese
B.A., Baika Women's College, Osaka (Japan);
M.A., West Virginia University; Ed.M., Ed.D.,
Harvard University

Kelly A. Magennis
Instructor in Physical Education and Athletics
B.S., Salem State College

Martin A. Magid^A
Professor of Mathematics
B.A., Brown University; M.S., Yale University;
Ph.D., Brown University

Frances Malino^{A2}
*Sophia Moses Robison Professor of Jewish
Studies and History*
B.A., Skidmore College; M.A., Ph.D., Brandeis
University

Annick F. Mansfield
Associate Professor of Psychology
A.B., Radcliffe College; Ph.D., Columbia
University

Stephen Anthony Marini
Professor of Religion
B.A., Dickinson College; Ph.D., Harvard
University

Louise Marlow
Associate Professor of Religion
B.A., Cambridge University; M.A., Ph.D.,
Princeton University

James R. Martel
Assistant Professor of Political Science
B.A., Williams College; M.A., Ph.D., University
of California (Berkeley)

Anthony C. Martin
Professor of Africana Studies
Barrister-at-Law, Gray's Inn (London); B.S.,
University of Hull (England); M.A., Ph.D.,
Michigan State University

Miranda Constant Marvin^A
Professor of Art and of Greek and Latin
B.A., Bryn Mawr College; Ph.D., Harvard
University

Matt Marvuglio
Instructor in Jazz Flute

Catherine Masson
Associate Professor of French
Licence, Maitrise, Université de Haute Bretagne
(Rennes); Ph.D., University of Michigan (Ann
Arbor)

Maura B. Mast
Assistant Professor of Mathematics
B.A., University of Notre Dame; Ph.D.,
University of North Carolina at Chapel Hill

Katherine Matasy
Instructor in Clarinet and Saxophone
B.A., M.M.A., New England Conservatory of
Music

Y. Tak Matsusaka^A
Assistant Professor of History
B.A., Brandeis University; M.A., Ph.D.,
Harvard University

Julie Ann Matthaei
Professor of Economics
B.A., University of Michigan (Ann Arbor);
M.A., M.Phil., Ph.D., Yale University

Rebecca Mattison
Laboratory Instructor in Biological Sciences
B.A., Bates; M.S., University of Massachusetts
(Amherst)

Phyllis McGibbon
Assistant Professor of Art
B.F.A., M.F.A., University of Wisconsin
(Madison)

Alison G. McIntyre^{A2}
Associate Professor of Philosophy
B.A., M.A., Tufts University; Ph.D., Princeton
University

Salem Mekuria^A
Assistant Professor of Art
B.A., Macalester College; M.A., San Francisco
State University

Ifeanyi A. Menkiti
Professor of Philosophy
B.A., Pomona College; M.S., Columbia
University; M.A., New York University; Ph.D.,
Harvard University

Margaret V. Merritt
Professor of Chemistry
B.A., College of Wooster; Ph.D., Cornell
University

Sally Engle Merry
*Class of 1949 Professor in Ethics and
Professor of Anthropology*
B.A., Wellesley College; M.A., Yale University;
Ph.D., Brandeis University

Takis Metaxas
Assistant Professor of Computer Science
B.Sc., University of Athens (Greece); Ph.D.,
Dartmouth College

Susan L. Meyer
Associate Professor of English
B.A., Johns Hopkins University; M.A.,
University of California (Los Angeles); M.A.,
M.Phil., Ph.D., Yale University

Jodi Mikalachki
Assistant Professor of English
B.A., M.A., University of Toronto; M.A., Johns
Hopkins University; Ph.D., Yale University

Alice P. Miller
Assistant Professor of Mathematics
B.A., Indiana University; M.A., Ed., University
of North Carolina; Ph.D., Brandeis University

Cercie Miller
Instructor in Jazz Saxophone

Linda B. Miller^{A2}
Professor of Political Science
A.B., Radcliffe College; M.A., Ph.D., Columbia
University

Vicki E. Mistacco^{A1}
Professor of French
B.A., New York University; M.A., Middlebury
College; M.Phil., Ph.D., Yale University

Julia Hendrix Miwa
Assistant Professor of Chemistry
B.A., Haverford College; Ph.D., Massachusetts
Institute of Technology

Joel Moerschel^A
Instructor in Violoncello
B.M., Performance Certificate, Eastman School
of Music

Katharine H.S. Moon
Assistant Professor of Political Science
A.B., Smith College; M.A., Ph.D., Princeton
University

Marianne V. Moore
Assistant Professor of Biological Sciences
B.A., Colorado College; M.S., Iowa State
University; Ph.D., Dartmouth College

Michael E. Moore
Assistant Professor of History
A.B., A.M., Ph.D., University of Michigan (Ann
Arbor)

Carolyn A. Morley
Associate Professor of Japanese
B.A., Oberlin College; M.A., University of
British Columbia; Ph.D., Columbia University

Rodney J. Morrison
Professor of Economics
B.S., M.A., Boston College; M.S., Ph.D.,
University of Wisconsin (Madison)

Patrick Morton
Associate Professor of Mathematics
B.A., University of Arizona; Ph.D., University
of Michigan (Ann Arbor)

Sherry Jenq-yunn Mou
Assistant Professor of Chinese
B.A., Fu Jen Catholic University (Taiwan);
M.A., Northern Illinois University; M.A.,
Ph.D., Ohio State University

Craig N. Murphy
*M. Margaret Ball Professor of International
Relations*
Professor of Political Science
B.A., Grinnell College; M.A., Ph.D., University
of North Carolina (Chapel Hill)

Mary A. Nastuk
Assistant Professor of Biological Sciences
B.A., Wesleyan University; Ph.D.,
Massachusetts Institute of Technology

Barbara Geller Nathanson
Associate Professor of Religion
A.B., Princeton University; M.A., Ph.D., Duke
University

Yudith Nave
Assistant Professor of Religion
B.A., University of Tel Aviv; M.A., University of
Haifa; Ph.D., Brandeis University

Andrew Nelson
*Assistant Professor of Physical Education
and Athletics*
B.S., West Chester University; M.S.,
Pennsylvania State University

Nancy Nenno
Assistant Professor of German
B.A., Brown University; M.A., Ph.D.,
University of California (Berkeley)

James William Noggle
Assistant Professor of English
B.A., Columbia University; Ph.D., University of
California (Berkeley)

Thomas Nolden^A
Assistant Professor of German
Staatsexamen, Universität Tübingen; M.A.,
Ph.D., Yale University

Julie K. Norem
Associate Professor of Psychology
A.B., University of Chicago; Ph.D., University
of Michigan

Linda Normandeau
Instructor in Physical Education and Athletics
B.A., University of Vermont

Pashington Obeng
Assistant Professor of Africana Studies
B.A., University of Ghana; M.A., Princeton
Theological Seminary; Ph.D., Boston University

Hazel F. O'Donnell
Instructor in Voice
B.M., M.M., Boston University

James F. O'Gorman^{A1}
*Grace Slack McNeil Professor of the History of
American Art*
B.Arch., Washington University; M.Arch.,
University of Illinois (Urbana); A.M., Ph.D.,
Harvard University

Shane Ohline
Assistant Professor of Chemistry
B.A., Grinnell College; Ph.D., University of
California (Los Angeles)

Moyo Okediji
Assistant Professor of Art
B.A., University of Ife (Nigeria); M.F.A.,
University of Benin (Nigeria); Ph.D., University
of Wisconsin (Madison)

James Oles
Assistant Professor of Art
B.A., Yale University; J.D., University of
Virginia; M. Phil., Ph.D., Yale University

Yasuhiro Omoto
Language Instructor in Japanese
B.A., M.A., Nihon University

Louise O'Neal
*Professor of Physical Education and Athletics
Chair/Athletic Director*
B.S., North Texas State University; M.S.,
University of Wisconsin

Ann O'Neill
Laboratory Instructor in Physics
B.A., Bryn Mawr College; M.S., University of
Illinois

Kazuko Ozawa
Language Instructor in Japanese
B.A., Sacred Heart University (Tokyo)

Robert L. Paarlberg
Professor of Political Science
B.A., Carleton College; Ph.D., Harvard
University

V. J. Panetta
Assistant Professor of Music
A.B., Harvard College; M.A., Smith College;
A.M., Ph.D., Harvard University

Katharine Park
Professor of History
A.B., Radcliffe College; M.Phil., University of
London; Ph.D., Harvard University

Gloria Parkinson
Lecturer in Theatre Studies
A.B., Harvard College; M.A., Brandeis
University

Geeta Patel
Assistant Professor of Women's Studies
B.A., Wellesley College; M.Phil., Ph.D.,
Columbia University

Carol Ann Paul
Laboratory Instructor in Biological Sciences
B.A., Keele University (England)

Abigail Peck
Assistant Professor of Physical Education and Athletics
B.S., Skidmore College; M.S., Smith College

Timothy Walter Hopkins Peltason
Professor of English
A.B., Harvard College; M.A., Ph.D., Yale University

T. Kaye Peterman
Associate Professor of Biological Sciences
B.S., Texas A & M University; Ph.D., Duke University

James Michael Petterson
Assistant Professor of French
B.A., Reed College; M.A., Columbia University; Ph.D., University of California (Berkeley)

David Burrell Pillemer
Professor of Psychology
Faculty Director, Learning and Teaching Center
B.A., University of Chicago; Ed.D., Harvard University

Adrian M.S. Piper
Professor of Philosophy
A.A., School of Visual Arts; B.A., City College of New York; M.A., Ph.D., Harvard University

Thayer Plante
Instructor in Physical Education and Athletics
B.S., University of Massachusetts (Boston)

Isabelle C. Plaster
Instructor in Bassoon
Assistant Director, Chamber Music Society
B.A., Wellesley College; M.M.A., New England Conservatory of Music

Elinor Preble
Instructor in Flute
B.M., New England Conservatory of Music

Ruth Anna Putnam
Professor of Philosophy
B.S., Ph.D., University of California (Los Angeles)

William W. Quivers^A
Associate Professor of Physics
B.S., Morehouse College; S.M., Ph.D., Massachusetts Institute of Technology

Sabine Raffy
Professor of French
Licence, Maîtrise, Doctorat Certificate, Université de Paris; Ph.D., New York University

Carlos Ramos
Instructor in Spanish
Licenciatura, Universidad Central de Barcelona; M.A., Emerson College

James Wilson Rayen^{A2}
Elizabeth Christy Kopf Professor of Art
B.A., B.F.A., M.F.A., Yale University

Georg Reinhart
Assistant Professor of Mathematics
Prediploma, University of Ulm (Germany); M.S., Ph.D., University of Illinois (Urbana-Champaign)

Paul I. Reisberg
Assistant Professor of Chemistry
B.S., Rensselaer Polytechnic Institute; Ph.D., Rice University

Joy Renjilian-Burgy
Lecturer in Spanish
B.A., Mount Holyoke College; A.M., Harvard University

Michèle M. Respaut^{A1}
Professor of French
Faculté des Lettres, Université de Montpellier; M.A., Assumption College; Ph.D., Brown University

Susan M. Reverby
Professor of Women's Studies
B.S., Cornell University; M.A., New York University; Ph.D., Boston University

John G. Rhodes
Lecturer in Art and in the Writing Program
A.B., A.M., Ph.D., Harvard University

Naomi R. Ribner
Assistant Professor of Art
B.A., State University of New York (Buffalo); M.F.A., Tufts University/Museum of Fine Arts

Wilbur C. Rich
Professor of Political Science
B.S., Tuskegee Institute; Ed.M., Ph.D., University of Illinois

Nicholas L. Rodenhouse
Assistant Professor of Biological Sciences
A.B., Hope College; M.S., Iowa State University; Ph.D., Dartmouth College

Guy M. Rogers^A

*Associate Professor of Greek and Latin
and of History*

B.A., University of Pennsylvania; B.A.,
University of London; M.A., Ph.D., Princeton
University

Nathalie Rogers

*Assistant Professor of French
Director, French House*

Licence, Maîtrise, Agrégation, Ecole Normale
Supérieure de Fontenay aux Roses and
Université de la Sorbonne Nouvelle (Paris);
M.A., Ph.D., Brown University

Judith Rollins

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Travel Directions

By Car

- **From the West**
Take the Massachusetts Turnpike to Exit 14 (Weston). Go south on Interstate 95 (Route 128) for ½ mile to Route 16, Exit 21B. Follow Route 16 West for 2.9 miles to a stoplight (5-way intersection) in the town of Wellesley; go straight on Route 135 (West). At the third traffic light, take a left into the main entrance of the College. Follow signs for admission parking.
- **From the East:**
Take the Massachusetts Turnpike to Exit 16 (West Newton). Follow Route 16 West for 4.7 miles, using directions above.
- **From the North:**
Take Interstate 95 South (Route 128) to Exit 21B (Route 16 West). Follow Route 16 West for 2.9 miles, using directions above.
- **From the South:**
Take Interstate 95 North (Route 128) to Exit 21B (Route 16 West). Follow Route 16 West for 2.9 miles, using directions above.

By Airplane

Options from Logan International Airport:

- Take a taxi directly to Wellesley College. See **Area Taxis**. Allow at least an hour for the commute. The fare will be approximately \$40.

Or

- Take the Logan Express bus, which picks up at all airline terminals, to Framingham. Allow at least an hour for the commute. Call 1-800-23-LOGAN for more information, 9 am–5 pm.

From Framingham, take a taxi to the College. See **Area Taxis**. Allow half an hour for the ride to Wellesley. The fare will be approximately \$16.

Or

- Take the free shuttle bus to the MBTA Subway stop. Take the Blue Line Inbound four stops to Government Center. Go upstairs and change to the Green Line. Ride an Outbound subway marked “RIVERSIDE-D” to Woodland, the second to last stop on the D line. Subway fare is \$.85.

From Woodland, take a taxi to the College. See **Area Taxis**. The fare will be approximately \$15.

Allow two hours for total commute.

By Train

Options from the Amtrak terminal at South Station:

- From South Station, take the Framingham/Worcester Commuter Rail to the Wellesley Square stop. The commute is approximately half an hour. One-way fare is \$2.50 and is paid on the train. Exact change is not required.

Go up the stairs and turn left onto Crest Road; follow Crest a short distance. Take a right onto Central Street. Walk five minutes to the second set of lights. Cross the street to the entrance of the College. From there, allow 20 minutes to walk to your destination on campus.

Note: The Commuter Rail runs on a schedule that can be accessed by calling 1-800-392-6100 or (617) 222-3200. Please call ahead when making travel plans; the schedule varies on weekends and holidays. You may also take the Commuter Rail to Wellesley from Back Bay Station.

If you prefer, call a taxi from the Wellesley Square Commuter Rail stop. See **Area Taxis**. Fare will be approximately \$4.

Or

- From South Station, take the MBTA Subway (Red Line) Inbound two stops to Park Street. Go upstairs and change to the Green Line. Ride an Outbound subway marked “RIVERSIDE-D” to Woodland, the second to last stop on the D Line. Follow the above directions from Woodland.

By Bus

- From Peter Pan and Greyhound terminals at South Station, use Commuter Rail directions above.

Or

- Take a Non-Express Greyhound or Peter Pan bus to the Riverside terminal. From there, take a taxi to the College. See **Area Taxis**. Commute from Riverside will be about 30 minutes. Fare will be approximately \$15.

Note: Express buses DO NOT stop at Riverside.

Area Taxis

Veteran's Taxi
(617) 235-1600
Hours: 24 hours

Wellesley Transportation
(617) 235-2200
Hours: 7 am–11 pm

MetroWest Taxi
(617) 891-1122
Hours: 5 am–12 midnight

All fares quoted are subject to change.

Travel time may need to be increased during rush hour to allow for peak traffic levels.

Wellesley College Campus



The information contained in this Bulletin is accurate as of July 1996. However, Wellesley College reserves the right to make changes at its discretion affecting policies, fees, curricula or other matters announced in this Bulletin.

In accordance with the Student Right-to-Know and Campus Security Act (Public Law 101-542), the graduation rate for students who entered Wellesley College as first-year students in September 1990, on a full-time basis, was 87.6%. (The period covered is equal to 150% of the normal time for graduation.)

Wellesley College admits students, without regard to race, color, religion, or national origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College does not discriminate on the basis of race, color, religion, national origin or sexual orientation, in administration of its educational policies, scholarship and loan programs, athletic and other college-administered programs or in its employment policies.

Wellesley College, as an independent, undergraduate educational institution for women, does not discriminate on the basis of sex against its students in the educational programs or activities which it operates, and does not discriminate on the basis of sex in its employment policies, in compliance with the regulations of Title IX of the Education Amendments of 1972, nor does the College discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973.

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